DOCUMENT RESUME

ED 195 068 EC 130 845

AUTHOR Littman, Karen G.
TITLE Preschool Recreation Enrichment Program (PREP). Trainers Handbook. Volume III. An Aid for Providers of Recreation and Education Services.
INSTITUTION Maryland - National Capital Park and Planning Commission, Riverdale.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE 79
GRANT G007602972
NOTE 152p.: See EC 130 844 for Project Final Report.
AVAILABLE FROM Hawkins and Associates, Inc., 804 D St., N.E., Washington, DC 20002 (no price quoted)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Adapted Physical Education: *Competency Based Teacher Education: *Disabilities: *Preschool Education: Psychomotor Objectives: *Recreational Programs: Teacher Education: *Teaching Guides: Training
IDENTIFIERS *Preschool Recreation Enrichment Program

ABSTRACT

The report presents a competency based instruction approach for training providers of preschool recreation programs for both handicapped and nonhandicapped children. Seven training modules are presented, each module listing particular learning objectives in behavioral terms, along with suggested learning activities (such as readings and participation activities designed to help the trainee acquire the desired competency level). Each module also contains a trainer's guide, suggested test items, and supplementary reading lists. The seven modules cover such things as the Preschool Recreation Enrichment Program (PREP), which developed the training manual: an introduction to patterns and milestones of normal growth and development with emphasis on motor, cognitive, language, and social skills: development of skill in writing goals and objectives for preschool recreation programs: an overview of the PREP planning process: characteristics of integrated short and long term program plans and ways of constructing plans for individual children: approaches to putting short term plans into action using life experiences and principles of managing children's behavior: and program evaluation. A final section examines training concerns, techniques, and approaches. (DLS)

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PRESCHOOL RECREATION ENRICHMENT PROGRAM (PREP)

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Trainers Handbook

An Aid for Providers of Recreation and Education Services

Karen Littman

Distributed pursuant to a grant by the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education and Welfare. The opinions expressed herein do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education is inferred.

Grant Number G007602972

Maryland-National Capital Park & Planning Commission
Special Populations Division 1979

This publication is distributed by:
Hawkins & Associates, Ins. 804 D Street, N.E., Washington, D.C. 20002

EC130845

JUL 21 1980

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FOREWORD

The Preschool Recreation Enrichment Program (PREP) was developed through a three-year federal grant from the Bureau of Education for the Handicapped, Division of Personnel Preparation, U.S. Office of Education. Administered by the Maryland-National Capital Park and Planning Commission between 1976 and 1979, the program focuses on major priorities associated with implementation of the national mandate Public Law 94-142, the Education for All Handicapped Children Act. PREP seeks to further the development and implementation of preschool recreation programs by:

- increasing public awareness of the need for recreation programs for preschool handicapped children;
- conceptualizing appropriate models and strategies for implementing physical education and recreation programs at the preschool level; and
- preparing trainers to conduct instructional programs for personnel in physical education and recreation.

Passage of Public Law 94-142 is a testimony to the belief that all children should receive a free and appropriate public education regardless of degree of disability or handicapping condition. "Physical Education" is specified in the law as an instructional service and "Recreation" as a related service. This means that recreation must be provided as a supportive service to assist the handicapped child to benefit from the total educational experience.

While public park and recreation agencies have provided programs for handicapped children for many years, the new roles called for in support of public education offer many new challenges. Perhaps the most crucial challenge has been the formulation and refinement of a conceptual model for implementing preschool recreation programs in support of the handicapped child's Individualized Education Plan (I.E.P.). Secondly, and clearly of equal priority, is the training of recreation personnel to implement this model.

The Trainer's Handbook is the third volume of a comprehensive set of materials developed to assist recreation personnel develop and conduct preschool recreation programs. Volume I is the PREP Implementation and Resource Guide. Volume II is the PREP Manual. This volume is designed to assist recreation personnel and others to train people to implement preschool recreation programs. It includes training modules on child growth and development; assessment; goal and objective writing; planning; implementation; evaluation, and orientation to the PREP Model. A final chapter is devoted to training concerns, techniques, and approaches to consider when conducting training.

The training materials developed by Project PREP have been designed for use with multiple audiences: recreation personnel, special educators, early childhood educators, child care workers, and others. For this reason, materials have been developed and presented in a way which gives them flexibility for varied uses.

It is our hope that these materials will help recreators and others provide quality recreation services for preschool handicapped children.

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CHAPTER 1: Introduction

The Preschool Recreation Enrichment Program (PREP) grew out of concern for a virtual lack of (1) recreation programs for preschool children who demonstrate deficits in motor, language, and socialization skills and (2) training programs for recreation administrators, specialists, and leaders responsible for developing and implementing recreation programs for preschool handicapped children.

The PREP program which emphasizes motor, socialization, and language development of preschool children, presents a "life experience approach," which assumes that learning can be fostered through participation in everyday situations. The PREP Model is an extension of a philosophy which recognizes the use of typical play activities as a potential tool for promoting and enhancing the growth and development of preschool handicapped children.

Through systematic application of this Model:

- Basic fine and gross motor skills essential to daily living are developed and improved.
- Language development is fostered.
- The development of a healthy self-concept is encouraged.
- The development of socialization skills through play is maximized.
- A recreation value thorugh success in play activities is established.

Development of the PREP Trainer's Handbook

The theoretical model used to develop this Handbook is referred to in the literature as Competency-Based Instruction (CBI) or Performance-Based Instruction (PBI). Competency-Based Instruction, unlike more traditional approaches to education and training, refers to a process, which places emphasis on the aquisition of skills or tasks designated as necessary for occupational and/or professional functioning. (Kelley, et al, 1976).

The theoretical model should explain all crucial tasks associated with the development process. According to this approach, tasks should be completed in appropriate sequence to the extent possible within the constraints of time and resources. The model illustrated in Figure 1 was adopted to guide this process:

A second essential element of CBI is that the competencies should be developed through some form of systematic research: they should not simply reflect the subjective biases of the curriculum developer or trainer. The following paragraphs present activities conducted to establish a foundation for the PREP Model.

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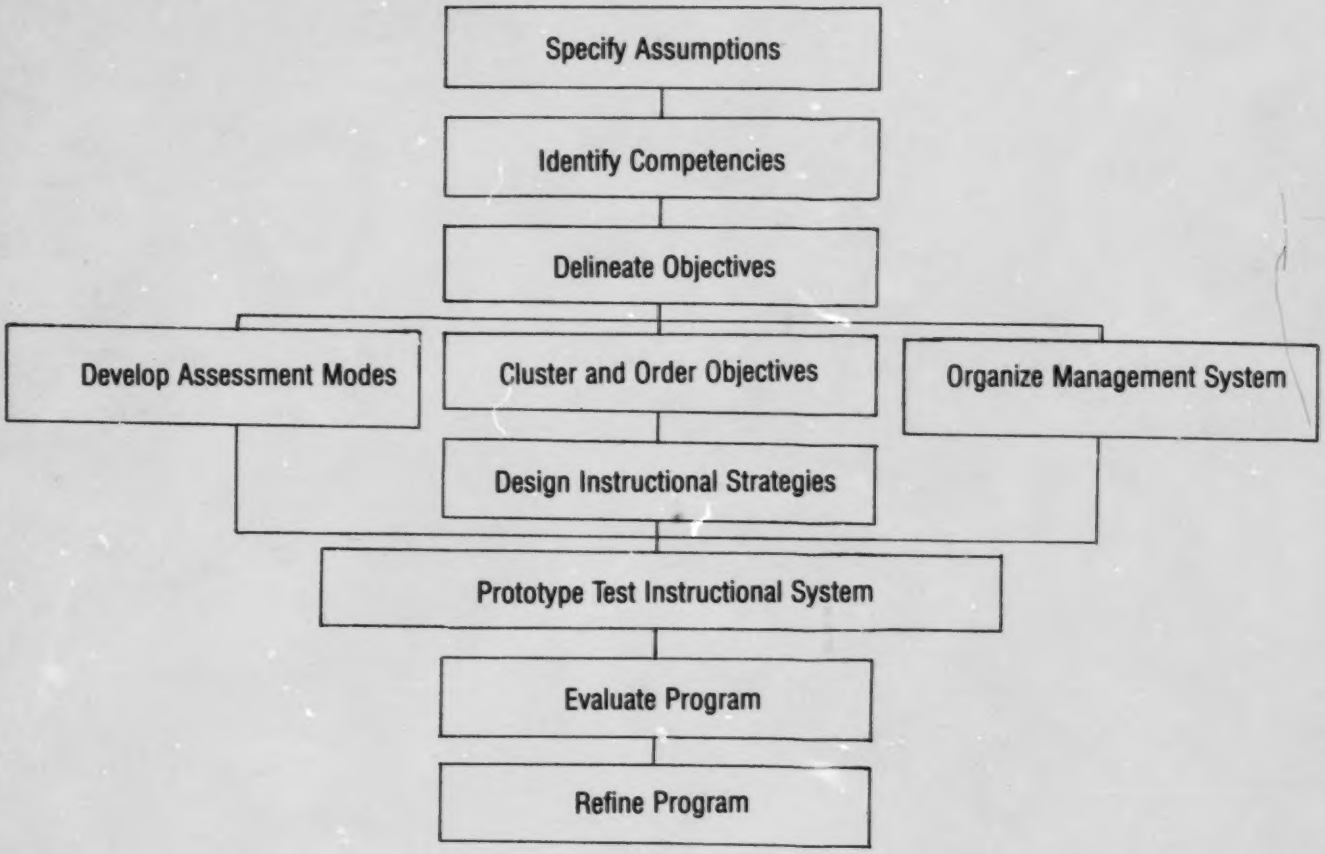

Figure 1. Program Design Model

Kelley, J., Robb G., Park W., Halberg, K. Therapeutic Recreation Education: Developing a Competency-Based Entry-Level Curriculum, University of Illinois Press, Urbana-Champaign, 1976.

Developmental Foundations

An initial list of training competencies for implementing preschool recreation programs was first identified in conjunction with a PREP Research Project initiated in 1977. Personnel in recreation, physical education, and early childhood and special education involved in programming for preschool handicapped children were asked to review the preliminary competency list and add and delete items. The data collected through this informal "Delphi" process provided the foundation for constructing a survey instrument to be used to assess the judgments of personnel providing services. After pilot-testing for validity and reliability, the instrument was administered at the local and national levels.

Developing the initial draft of the training modules followed. Subsequently, these modules were field-tested at a five-day training institute in February, 1978, with some 45 recreation professionals from 20 different states.

After evaluating the feedback from the first field-test, a thorough revision was conducted. The revised modules were again field-tested in February, 1979. A more comprehensive formative evaluation program used during this second field-test revealed the need for further revision and improvement. For several months, curriculum consultants and content experts worked to complete the revision.

The training modules included in this Handbook are:

Module 1: The PREP Model -- principles, processes, characteristics, and overview of PREP and PREP materials; foundation of Modules 2-7.

Module 2: Child Growth and Development -- introduction to patterns and milestones of "normal" growth and development, with emphasis on (gross and fine) motor, cognitive, (receptive and expressive) language, and social skills.

Module 3: Assessment -- exploration of how to conduct informal assessment of a child's level of performance of motor, cognitive, language, and social skills.

Module 4: Goals and Objectives -- development of skill in writing goals and objectives for preschool recreation programs;

Module 5: Planning -- overview of the PREP planning process; characteristics of integrated short- and long-term program plans, and ways of constructing plans for individual children.

Module 6: Implementation -- approaches to putting short-term plans into action using "life experiences;" discussion of principals of managing children's behavior.

Module 7: Evaluation -- discussion of terminology and process of determining to what degree a PREP program is achieving stating goals and objectives.

Each module contains an introduction which explains the intent and limitations of that unit of learning. Then the learning objectives are presented in behavioral terms. Suggested learning activities, presented for each objective, include readings and participation activities which are designed to help the trainee acquire the desired competency level. The next component, performance criteria, is to be used to assist the trainee determine if he or she has achieved the appropriate level of performance prescribed by the objective.

Each module also contains a trainer's guide, suggested test items, and supplementary reading lists. The trainer's guide will help the trainer develop and conduct a responsive program. Suggestions and comments in this section stem from expert opinion and/or experience gained during pilot-testing of the materials.

Suggested test items are presented for use in constructing pre- and post-tests for trainees. Developing and administering a pre-test is one way a trainer can find out what a particular group knows about topics addressed by the PREP Model and what individuals need to learn. With this information, the trainer can design responsive learning activities and facilitate individualized instruction. Trainers are urged to construct their own items when possible and not to rely totally on the suggested items.

As previously stated, the materials are designed for multiple uses with diverse audiences. Some users may find the materials most helpful as a "self-study" program. Others may simply want to review content units to assist them in designing their own training materials. Some may use the total package for structuring a comprehensive training program; others may select modules or units for inservice training workshops. Some of the materials may even find there way into the preservice training programs in colleges and universities.

CHAPTER 2: Modules

This section of the Handbook includes the content modules: (1) the Prep Model, (2) Child Growth and Development, (3) Assessment, (4) Goals and Objectives, (5) Planning, (6) Implementation, and (7) Evaluation. Select sections of individual modules, or use one complete module, or combine several modules according to the intent and scope of your training effort.

The goals for each module appear at the beginning. A series of learning activities and performance criteria are provided for each learning objective. The trainers guide offers suggestions for successful implementation of the module. Suggested test questions and references complete the components. Trainee handout materials are included with several modules.

It should be helpful to review all modules to see how they interrelate and build upon each other. Then you will be able to determine what will actually be of use to you. Remember this material is a framework. Don't be limited by it. Develop your own learning activities to fit your resources, circumstances, and trainee groups. Bring your experience into play and include additional information if you feel trainees will benefit as they learn about Prep.

MODULE 1: The PREP Model

Goals

1. The trainee will gain an understanding of the PREP Model.
2. The trainee will become familiar with the PREP Manual and Implementation and Resource Guide.

INTRODUCTION

The purpose of this module is to help trainees understand the principles and characteristics of PREP, the Preschool Recreation Enrichment Program. It presents an overview of the PREP Program and Model and explores the two companion publications: the PREP Manual and Implementation and Resource Guide.

First, trainees are introduced to the program and gain an understanding of the PREP focus, target audience, and approaches used to facilitate learning. Next, the trainees explore the structure of the PREP Model and the processes of assessment, planning, implementation, and evaluation. Finally, they examine the purpose, format, content, and application of the PREP materials.

This module is not intended to be a comprehensive description of the history of the PREP Project. Rather, information has been selected to give trainees an overview of PREP as the foundation for learning in subsequent modules. Persons seeking more information about the history of the project may contact the Bureau of Education for the Handicapped, U.S. Office of Education, for a copy of the final project report.

Objective 1

Understands major purpose of PREP

1:1 Explains primary focus of PREP
1:2 Identifies target populations
1:3 Describes the relationship of recreation activities to the learning process
1:4 Recognizes the "life experience" approach used in PREP
1:5 Identifies skill areas addressed in PREP

LEARNING ACTIVITES

Read:

1. PREP Implementation and Resource Guide, pp. xiii-xiv, 43-45.

2. PREP Manual, pp. 3-5.

View:

3. PREP Slide Show, 12 minutes color. For rental from NERAK Enterprises, 5042 Weaver Terrace, N.W., Washington, D.C. 20016.

Participate:

4. Having completed the reading assignments and viewed the PREP Slide Show, have trainees discuss the following:

a. Focus of PREP
b. Target population
c. Skill areas addressed
d. Approach to learning
e. Involvement of life experiences for learning

5. Having completed the reading assignments, have trainees describe and give examples of the PREP approach to learning and the involvement of life experiences.

PERFORMANCE CRITERIA

1. The trainee will describe the purpose of PREP, identifying intended population, skill areas, approach to learning, and involvement of life experiences in learning. The trainee's descriptions shall accurately reflect the description provided in the readings.

2. The trainee will accurately identify the intended population of PREP and the skill areas addressed in the PREP Manual.

3. The trainee will accurately describe PREP's approach to learning and the significance of the involvement of life experiences to the learning process.

Objective 2

Understands structure of PREP Model

- 2:1 Identifies major components of the PREP Model
- 2:2 Gives brief description of each component
- 2:3 Describes specific characteristics of PREP Model

LEARNING ACTIVITIES

Read:

6. PREP Implementation and Resource Guide, pp. xii-xiv, 6, 43-45.

7. PREP Manual, pp. 3-5.

View:

8. PREP Slide Show, 12 minutes, color. For rental from NERAK Enterprises, 5042 Weaver Terrace, N.W., Washington, D.C. 20016.

Participate:

9. Having completed the reading assignments and viewed the PREP Slide Show, have trainees explore through group discussion, various characteristics of the PREP approach.

10. Have trainees diagram the PREP Model in detail, including the processes and the relationship of each process of the Model.

11. Have trainees expand the diagram designed in Learning Activity #10 to include characteristics of the four processes as they relate to conducting programs for preschool children. Each trainee should explain his or her diagram to the trainer as well as to fellow trainees.

PERFORMANCE CRITERIA

1. The trainee will accurately identify four major components of the PREP Model.

2. The trainee will describe all components of the PREP Model to the trainer.

3. The trainee will accurately list all characteristics of the PREP Model for purpose of discussion with colleagues.

Objective 3

Understands application of PREP materials

- 3:1 Explains uses of PREP Manual
  - 3:1:1 Relates purpose
  - 3:1:2 Describes format
  - 3:1:3 Recognizes content
  - 3:1:4 Explains intended uses
- 3:2 Explains uses of PREP Implementation and Resource Guide
  - 3:2:1 Relates purpose
  - 3:2:2 Describes format
  - 3:2:3 Recognizes content
  - 3:2:4 Explains intended uses

LEARNING ACTIVITIES

Read:

12. PREP Implementation and Resource Guide pp. xiii-xiv, 43-45; PREP Manual, pp. 3-5.

View:

13. PREP Slide Show.

Participate:

14. After reading the publications in small groups have trainees critique through discussion the PREP Manual and the Implementation and Resource Guide, addressing the following questions:

- What is the purpose of the publications?
- What is the format/organization of the publications?
- What is the content of each publication?
- How are the publications to be used?

15. When preceding activities have been completed, trainees will synthesize their learning experiences. Have them select three or more words, phrases, components, etc. which describe PREP, the PREP Model, and the PREP materials.

PERFORMANCE CRITERIA

1. The trainee will accurately identify the purpose, content, format and uses of the PREP Manual.

2. The trainee will accurately identify the purpose, content, format and uses of the PREP Implementation and Resource Guide.

TRAINER'S GUIDE

This module is designed to provide trainees with a working knowledge of PREP and the PREP Model. Because the content is the foundation for understanding the background of PREP, it is important to present this module before the others.

The PREP Slide show is recommended to introduce the module. This presentation will provide a common frame of reference and a point of departure for discussion.

L.A. #4 (Objective 1)

Trainees should be encouraged to discuss the items in the activity. You may use brainstorming in small or large groups to stimulate discussion. Be certain trainees understand the brainstorm process and be clear about the time they have to complete the task.

L.A. #5 (Objective 1)

Activity #5 should be introduced after the trainees have reviewed the PREP materials. The following are some appropriate characteristics:

- is an abbreviation for the Preschool Recreation Enrichment Program.
- is a recreation based-motor and associative learning program.
- focuses upon learning and refining fine and gross motor skills.
- focuses upon learning and refining language, cognitive, and social skills.
- is based upon a life experience approach to learning.
- uses a Manual and an Implementation and Resource Guide.

L.A. #9 (Objective 2)

After completing Activity #9, the trainees will understand that children in PREP programs are taught specific motor, language, and social skills and learning is enhanced or refined as they participate in everyday life experiences. For example, in the skill of climbing, children are specifically taught how to hold onto a railing, where to place their feet, how to pull themselves up, and how to continue climbing using both arms and feet. Once basic learning is accomplished, the skill is reinforced and refined through a variety of everyday life experiences, such as climbing the steps of a bus, climbing steps to reach another floor, or climbing the steps of a slide.

L.A. #10 and #11 (Objective 2)

In Activities #10 and #11, trainees are encouraged to use their creativity in diagramming the PREP Model. Include in the diagram the name of each process and its purpose. Arrows or lines are used to illustrate the relationship between processes. The diagram outlines each process and includes characteristics or details. For example, assessment may be detailed by stating that it is conducted continuously; it is used to determine the objectives for the program, it is used to formulate program plans.

L.A. #14 (Objective 3)

Activity #14 is conducted in small groups. The result is one critique which reflects the knowledge and understanding of several trainees. This strategy is useful for facilitating group involvement, a precursor of the PREP planning process. This activity should be followed by an explanation of how to use the PREP Manual as a reference.

The trainee should understand that the Manual includes gross and fine motor skills which have been task-analyzed according to three levels of proficiency: beginning, intermediate, and advanced. Each level is accompanied by illustrations depicting a skill level and the performance level to be achieved. Also included in the Manual are life experience activities which aid in planning how to achieve the desired level of performance.

It will be helpful if you guide trainees through an example which involves identifying a skill level for a specific skill for a hypothetical group of children. Then select activities from the Manual to teach or refine that skill. It is also important to point out that songs, games, and language and water activities, among other aids, are included in the Manual. When preparing for this discussion, refer to the PREP Implementation and Resource Guide, pp. 46-55.

L.A. #15 (Objective 3)

Encourage trainees to synthesize their experience as a result of this module. Emphasize having the trainees interpret the PREP Model. Tack sheets of newsprint around the room. Ask trainees to write brief comments on the newsprint as they move from one question to another.

SUGGESTED TEST QUESTIONS

1. PREP is an acronym for _____.

2. PREP focuses on learning in the areas of _____

_____.

3. The PREP _____ consists of the processes of _____

_____.

4. T F The PREP materials include the Manual, Implementation and Resource Guide, and Trainer's Handbook.

5. T F The PREP Manual is used to identify content/learning activities for the program.

6. T F PREP is geared for children 0-3 years of age.

7. T F The PREP Manual consists of fine and gross motor skills which have been task-analyzed into three performance levels.

8. T F The PREP Implementation and Resource Guide is an aid for planning and implementing programs based upon the PREP Model.

Answer Key:

1. Preschool Recreation Enrichment Program
2. Motor, language, and social skills
3. Model... assessment, planning, implementation, evaluation
4. T
5. T
6. F
7. T
8. T

MODULE 2: Child Growth and Development

Goals

1. The trainee will be able to recognize the general sequence of child development in relationship to growth and development theory.
2. The trainee will gain an understanding of major milestones of development.

INTRODUCTION

The purpose of this module is to provide PREP trainees with an overview and basic understanding of a general theory of child development and major milestones and sequences of development. These two areas of knowledge form the basis for an informed awareness of the specific capabilities and needs of an individual child or group of children.

The learning experiences presented in this module are designed to enhance the trainee's awareness of "normal" child growth and development theory and help him or her to apply theory to practical program situations.

The module begins with an introduction to a basic theory of child development and provides a framework for understanding developmental milestones in relationship to the motor, cognitive, language, and social development of the young child. These skill areas are then expanded so that the trainee can become sufficiently familiar with them to identify where individual children fall on the continuum.

Motor development is a critical area for the young child. Development of gross and fine motor skills forms the basis for the child's ability to interact successfully with his or her environment. As the child experiences the world on a concrete, physical level, he or she begins to integrate cognitive information about self and his/her relationship to other children and adults, objects, and events.

An important aspect of cognitive growth is the development of receptive and expressive language skills. Interactions with the environment broaden a child's conceptual understanding of the world. The language a child uses is stimulated by social and movement experiences. By understanding mental milestones in receptive and expressive language, the trainee will be able to identify the levels of receptive and expressive language competence demonstrated by individual preschool handicapped children.

In terms of social development, this module will help the trainee identify patterns of development and, more importantly strategies to enhance progress. At the completion of this module, the trainee will be able to sequence milestones in the development of social skills and identify strategies and techniques to facilitate further development.

It is expected that after completing this module, trainees will recognize that human development occurs in predictable patterns. We learn to crawl, then walk; babble, then talk; do simple, then complex tasks in a predictable sequence according to developmental levels or stages. Even though the handicapped child may not always follow the usual sequence and patterns of the "normal" population, the recreation leader working with that child must understand what is "normal" (Lohmeier, et. al., 1977) so that he or she has a baseline for evaluating the child's behavior and distinguishing between developmental needs and "normal" functions.

Lohmeier, B., Waite, W., Kelley, J., Hawkins. Human Service Technician In-Service Training Modules, Dept. of Teacher Education, Boise State University. Boise, Idaho (1977).

Objective 1

Recognizes the general sequence of child development in relationship to growth and development theory

1:1 Identifies four major areas of growth and development
1:2 Describes interrelationship among areas
1:3 Relates developmental areas to age differences
1:4 Relates consequences of developmental delay in at least one area

LEARNING ACTIVITIES

Read:

1. PREP Implementation and Resource Guide, pp. 1-13, pp. 64-73.

Participate:

2. In groups of two, have trainees list the four major areas of growth and development (motor, cognitive, language, social) and give a brief statement of (a) how development proceeds and (b) the nature of development.

3. In groups of two, have trainees give five examples of how children develop their skills and abilities (motor, cognitive, language, social) through play.

4. (a) Ask each trainee to select and observe two "normal" children of different chronological ages (example: ages two and five). Each observation should cover 30 minutes. Have trainees keep a brief narrative about the child and his or her activity.

   (b) Have them share observations and discuss similarities and differences in patterns of activity.

5. In groups of two or three, have trainees discuss and list special considerations for the handicapped child's motor, cognitive, language, and social development.

6. (Refer to L.A. #4 when introducing this activity.) Have each trainee observe one child with a developmental delay in a preschool program and keep a brief narrative about the child's activities. In a group, trainees should discuss: (a) how the child's behavior was similar to the behavior of the child they observed who did not have a delay and (b) differences in behavior between these two children.

7. Ask each trainee to evaluate the developmental age of a child by comparing the child's motor skills with the Gross Motor Development chart (PREP Implementation and Resource Guide, p. 5).

8. Ask each trainee to evaluate the development as age of a child by comparing the child's fine motor skills with the Fine Motor Development chart (PREP Implementation and Resource Guide, p. 6).

Objective 2

Understands major milestones of development

- 2:1 Lists major milestones in relationship to developmental areas
- 2:2 Identifies milestones in gross and fine motor development
- 2:3 Identifies milestones in language development
  - 2:3:1 Identifies milestones in receptive language
  - 2:3:2 Identifies milestones in expressive language

LEARNING ACTIVITIES

Read:

9. PREP Implementation and Resource Guide, pp. 1-13.

Participate:

10. Given Trainee Handout #1: Developmental Language Milestones, have trainee review receptive and expressive developmental language milestones and:

   a. State three to four receptive language milestones at 6 months, 12 months, 2 years, 3 years, and 4 years.

   b. State three to four expressive language milestones at 6 months, 12 months, 2 years, 3 years, and 4 years.

11. The trainee will compare and contrast the receptive and expressive language levels of a "normal" and a developmentally delayed preschool child of the same chronological age by using the materials and information supplied by Handout #1 on Developmental Language Milestones.

12. In small groups, ask trainees to record verbal interactions of developmentally delayed children ages two, three, and four in play situations and discuss ranges of expressive language competence at each level.

13. Have trainees read case histories of children in preschool programs and identify their developmental levels of receptive and expressive language.

14. In small groups, ask trainees to design a checklist to determine receptive and expressive language levels of preschool children at the beginning and the end of a program.

15. Have trainees chart developmental motor skills leading to a given motor behavior.

PERFORMANCE CRITERIA

1. The trainee will accurately list five gross motor milestones generally representative of a specific stated developmental age.

2. The trainee will accurately list five fine motor milestones generally representatives of a specific stated developmental age.

3. The trainee will list in proper sequential order four milestones of receptive language development occurring between 6 months and 4 years.

4. The trainee will list in proper sequential order four milestones in expressive language development occurring between 6 months and 4 years.

Objective 3

Understands milestones in cognitive development

- 3:1 Identifies milestones for social skills
- 3:2 Describes sequential order of developmental milestones
- 3:3 Recognizes types of activity associated with each milestone

LEARNING ACTIVITIES

Read:

16. PREP Implementation and Resource Guide, pp. 1-13.

Participate:

17. a. Have trainees review Handout #2: Cognitive Skills.

b. Give each trainee 18-24 index cards you have prepared. Have them group the cards according to the appropriate developmental age.

18. Have trainees discuss in small groups the importance of play for developing cognitive skills.

19. Have each trainee select a familiar game and describe to fellow trainees possible concepts and/or relationships a child might learn by participating in the activity.

20. In groups of two, have trainees "brainstorm" games/activities that would help a child learn each of the following:

a. big/little
b. the color red
c. farm animals
d. circle, square

21. a. Give trainees five minutes to review cognitive skills for 4- and 5-year olds. Then have them line up and count off in two's. All #1's will be 4-year-olds and #2's will be 5-year-olds. Each group should assemble and select one individual to be the leader. Each group will design a cognitive game/activity appropriate for its respective age group.

b. Each small group then demonstrates its activity to the large group.

22. Arrange for trainees to observe preschool programs (which may include their own) and select two children to observe. They should identify observed cognitive skills and estimate the developmental age of each child.

23. Have trainees sequence social skills by ordering a set of cards listing each stage of development and compare results with Handout #3: Social Skills. Trainees should discuss the meaning of the following verse and relate it to the child's social development:

"From the moment of my birth
To the instant of my death
There are patterns I must follow
Just as I must breathe each breath."

24. Have trainees discuss the relationship of play to the development of social skills.

25. Ask trainees to identify activities/games which foster social development at the following stages: (a) imitates simple actions; (b) parallel play predominates; (c) plays simple group games; (d) engages in imaginative pretend play; and (e) plays competitive exercise games.

26. Have trainees create and demonstrate games or activities which foster social development at a selected early level and later level of development.

27. Have trainees read "Program Plan in Action" (pp. 64-73, PREP Implementation and Resource Guide) and list specific activities/situations which are directly supportive of social development.

28. Arrange for trainees to observe a preschool program and identify specific teacher responses which affect the child's social development/learning. Have trainees discuss their findings in a large group.

29. Have trainees observe preschool children of different ages (e.g., 3- and 5-year-olds) and identify differences in social development. They should identify stages of social development for two children of each age.

PERFORMANCE CRITERIA

1. The trainee will correctly list four cognitive skills for each developmental age, 0-6.

2. The trainee will accurately place developmental milestones in a sequential order.

3. The trainee will be prepared to give at least one example of a typical behavior in each milestone.

TRAINER'S GUIDE

As previously stated in the introduction to this module, its purpose is to provide the trainee with a basic understanding of a general theory of child development and major milestones and sequences of development. Stress the importance of trainees familiarizing themselves with the PREP Implementation and Resource Guide before attempting the Learning Activities. The following sections address specific objectives and sub-objectives and present special consideration and areas of emphasis.

General Development Theory (Objective 1)

The Learning Activities included for this objective will give trainees a basic introduction to child development rather than specific knowledge about major milestones and sequences of development; that information will be presented in subsequent Learning Activities.

You will not have to prepare handouts or supplementary materials for the activities in this section. However, you will need to stress that trainees observing children should note only those behaviors they observe first-hand and not make personal interpretations of behavior (e.g., "He would have finished if he had had more time"). It is important that trainees begin immediately to form good observation habits so that later they do not have to unlearn bad habits (time which could be spent in more productive activities).

Information about specific Learning Activities is included here to help trainers conduct the activities.

L.A. #2 (Objective 1)

Examples: (a) How development proceeds: in an orderly, sequential manner; (b) The nature of development: growth in one area is interrelated with growth in the other areas.

L.A. #3 (Objective 1)

Example: The child learns about his or her body and its position in space by actively climbing, running, rolling, and jumping over a variety of familiar objects.

L.A. #4 (Objective 1)

Similarities in patterns of activity: Example -- Both the 2- and 5-year-olds are delighted with knocking over blocks.

Differences in patterns of activity: Example -- The 2-year-old played next to but not with another child (parallel play). The 5-year-old played actively with his or her peers.

L.A. #5 (Objective 1)

Considerations for the special child: Example -- The special child with motor difficulties may need to be supported physically by an adult who will then help him or her through an activity such as jumping by gently bouncing him or her up and down.

Major Milestones and Sequences of Development

Gross and Fine Motor Development

When discussing developmental milestones of gross and fine motor skill development, point out the variability of individual motor development. You must help the trainees understand that children develop at different rates; therefore, at a given chronological age a wide variation exists in successful performance of motor tasks. Variations also occur because of differences in sex, cultural background, and opportunities for experiential practice.

Motor development does not proceed at a consistent rate for a given child. There may be a period of rapid change in motor behavior with acquisition of new skills; a plateau period may follow in which little change occurs. This pattern is considered normal.

The trainee may be concerned that during an observation period, a child performs a skill at one time but is unable to perform the same skill at another time. You should point out that when a child first acquires a skill, behavior is inconsistent until the skill is well integrated into the child's movement patterns. A criterion to measure skill attainment might be to observe the child perform the behavior successfully three times under different circumstances. For example, a child might cut with scissors using three different types of paper without guidelines on which to cut.

Understanding the sequence of milestones for gross and fine motor skills is important. Skills should be achieved by the child in the order listed in the Motor Skill Charts, whether or not the age of achievement is precisely as stated. Occasionally a child learns a skill out of sequence, a "splinter skill." This situation usually occurs because of environmental influences such as association with children who have achieved a skill (rope jumping, for example); because of adult pressure (directed practice in shoe-tying); or unusual opportunity for practice (swimming). Splinter skills should be noted, but should not be considered representative of the developmental age of the child.

L.A. #7 (Objective 1)

Trainees should refer to the motor charts in the PREP Implementation and Resource Guide and to the PREP Manual for motor skill sequences. Example -- Motor Skill: Hopping (from PREP Manual): stand, walk, two-foot take-off jump, stand on one foot, single hop with support, and continuous hop with support.

Language Development

Trainees should be given the opportunity to observe the language of "normal" children and developmentally delayed children at various preschool age levels to help them (1) identify the current functional level of a preschool

handicapped child in a PREP program and (2) determine the sequence of milestones that are to follow in the course of development.

L.A. #11 (Objective 2)

Compare and contrast expressive and receptive language: Example -- A 3-year-old "normal" child may regularly relate experiences using several verb forms, while a developmentally delayed child (age 3) may speak in single words related directly to an event in the "here and now."

L.A. #12, #13, and #14 (Objective 2)

Trainees should use Handout #1: Developmental Language Milestones as a reference.

Cognitive Development

Emphasize throughout the Learning Activities that children develop their cognitive abilities through direct experience. Play activities are important facilitators of "learning by doing." Development of skills is sequential; however, different children develop at different rates. The scales should be used as a guide, not as an absolute measure. Essentially, the child conducts his own "experiments" and needs to repeat experiences over and over again to make them "real" for himself or herself. The child is also developing problem-solving skills that will help him or her "figure things out" in an increasingly sophisticated way.

L.A. #17 (Objective 3)

Examples--(a) 0-1 year: Reacts to the site of toy; responds to name; waves bye-bye. (b) 3 years: Knows sex; names all colors; can count 2 blocks.

L.A. #18 (Objective 3)

Example--The child learns through direct involvement about position in space while climbing a jungle gym.

L.A. #19 (Objective 3)

Examples--(a) Ring Around the Rosie (fall, down, circle, understanding and following directions). (b) Simon Says (body parts, following directions).

L.A. #20 (Objective 3)

Example for d--Modify Simon Says, i..e, Simon Says, "jump in the circle," jump out of the circle."

L.A. #21 (Objective 3)

If the group is very large, activity groups may need to divide further: two groups of 4-year olds, two groups of 5-year olds, etc. Examples of games/ activities: 4 year-olds: Painting macaroni red and stringing the pieces to make a necklace; or a direction following obtacle course: "Go in the box, under the table," etc.

Social Development

L.A. #23 (Objective 3)

Prior to training, print the following stages on index cards. You may want to prepare more than one set of cards if you use a number of small groups. Briefly discuss stages of social skills development and how one stage builds upon another. Compare development of social skills to other skill areas in general. (See PREP Implementation and Resource Guide, pp. 10-13.)

Stages to list on cards:

1. Smiles spontaneously
2. Plays peek-a-boo
3. Reaches for familiar persons
4. Plays contentedly alone if near adults
5. Parallel play predominates
6. Plays simple group games such as "Ring Around the Rosy"
7. Enjoys floor play with blocks, boxes, toy trains alone or with others
8. Understands taking turns
9. Understands sharing
10. Imaginative pretend play
11. Plays cooperatively with other children
12. Becomes aggressive with playmates
13. Calls attention to own performance
14. Plays complicated floor games
15. Chooses own friends
16. Gets along well in small groups

Reinforce the concept of sequential development with small groups by having trainees order skill cards by developmental stages. Allow five minutes for sorting. Give each group five minutes to sequence the cards. Have participants compare sequence of cards with Handout #3 Social Skills.

L.A. #24 (Objective 3)

Have trainees identify social skills learned through play such as sharing, cooperation, taking turns, compromising, etc. Have trainees share their observations of children at play within their own programs or families.

L.A. #25 (Objective 3)

Games/activities which reinforce the development of social skills at the given stages should be identified from the PREP Manual. For example:

Stage	Skill	Activity
Imitates	Body I.D.	#1 Beginning Level: Identifies simple body parts
Plays simple group games	Running	"Duck Duck Goose"

L.A. #27 (Objective 3)

Encourage trainees to identify and discuss activities/interactions cited in "Program Plan in Action" which were supportive of social development. Some example are: Children

- are greeted individually when they arrive.
- are encourged to store personal items.
- imitate simple actions in activity "Do as I Do."
- Share sand.

L.A. #28 (Objective 3)

Have trainees observe a preschool program and identify teacher responses which were supportive and unsupportive of social development. Have trainees identify responses which addressed one child, a small group, and the entire group. Have trainees record the results of the teacher response.

If possible, have trainees work in groups of two when they observe children and compare their observations. Ask them to explain and compare the social behavior of each group.

SUPPLEMENTARY READINGS

Rogers, Sally J. and D' Eugenio, Diane B. 1977. Developmental Programming for Infants and Young Children: Assessment and Application. Ann Arbor, Mich.: The University of Michigan Press.

Sanford, Anne R. 1974. Learning Accomplishment Profile. Winston-Salem, N.C.: Kaplan Press.

Seefeldt, Carol. 1974. A Curriculum for Child Care Center. Columbus, Ohio: Charles Merill Publisher.

SUGGESTED TEST QUESTIONS

1. T F All development proceeds in an orderly, sequential manner.

2. T F A child who evidences delays in one developmental area (cognitive, for example) also evidences delays in the other three areas (motor, language, or social).

3. T F A child learns much about himself/herself and his/her world through movement.

4. T F Adult responses do not significantly affect the child's behavior.

5. T F Children can develop cognitive skills through play.

6. T F Cognitive skills are developed in a specific sequential order.

7. T F A child's experiences do not affect development of cognitive skills.

8. T F Cognitive skills develop separately from skills in other developmental areas (motor, language, social).

9. T F Adult response to children have an effect on social development.

10. T F Little relationship exists between cognitive, social, and physical development.

11. T F Play enhances the development of social skills.

12. T F Social skills are acquired/integrated in sequential order.

13. List four gross motor milestones representative of "normal" developmental ages at (a) 21-35 months, (b) 36-48 months, (c) 48-59 months; (d) 60-72 months.

14. List four gross motor milestones representative of "normal" developmental ages at (a) 24-35 months, (b) 36-48 months, (c) 48-60 months, (d) 60-72 months.

15. Place the following gross motor skills in sequential order. (Note well: Trainer should select skills from the PREP Manual.)

16. Place the following fine motor skills in sequential order. (Note well: Trainer should select skills from the PREP Manual)

Match each of the following major language milestones with its appropriate developmental age level by placing the appropriate letter on the line for each item.

17. ____ Begins to use 2- to 3-word sentences to express wants and needs.

18. ____ Shows an interest in "why" things are used and "how" things function.

19. ____ Initiates speech gesture games like "pat-a-cake" and "peekaboo."

20. ____ Uses single words to obtain desired objects.

21. ____ Recognizes family members' names in connected speech; vocalizes when called by name.

22. ____ Understands long and complex sentences, including most common verbs and adjectives.

23. ____ Listens eagerly to stories and can ask questions beginning with "What," "Where," and "Who."

A. 6 months
B. 10 months
C. 12 months
D. 2 years
E. 2 1/2 years
F. 3 years
G. 4 years

Answer Key:

1. F
2. F
3. T
4. F
5. T
6. T
7. F
8. F
9. T
10. F
11. T
12. T

13. (To be completed by trainer.)
14. (To be completed by trainer.)
15. (To be completed by trainer.)
16. (To be completed by trainer.)
17. D
18. F
19. B
20. C
21. A
22. E
23. G

TRAINEE HANDOUT #1: Developmental Language Milestones

Receptive Language	Expressive Language
4-5 months	
Turns head toward the source of the voice; looks about in search of speaker; is disturbed by angry voices; responds to own name; usually stops crying when someone talks to him.	Often laughs during play with objects; babbles, repeating series of same sounds; often uses sounds like P, B, M, O, U; expresses anger by vocal patterns other than crying.
6-7 months	
Appears to recognize names of family members in connected speech, even when person is not in sight; responds with appropriate gesture to such words as "come," "up," "high," "bye-bye;" gives some attention to music or singing.	Begins some two-syllable babbling; half of the time responds with vocalizations when called by name; uses some word-like expressions (appears to be naming some things in his own "language").
8-9 months	
Appears to understand some simple verbal requests; regularly stops activity in respone to "no;" will sustain interest for up to a full minute in looking at pictures if they are named.	Uses some gesture language (such as shaking head for "no"); often mimics the sound and number of syllables used in vocal stimulation by others; utterances now contain more consonants.
10-11 months	
Occasionally follows simple command like, "Put that down;" appears to understand simple questions like, "Where is the ball?"; responds to rhythmic music by body or hand movements in approximate time to the music.	Usually vocalizes in varied jargon patterns while playing alone; initiates speech-gesture games like "pat-a-cake" or "peek-a-boo;" occasionally tries to imitate new words.

12-14 months

Appears to understand some new words each week; seems to understand the psychological feeling and shades of meaning of most speakers; sustains interest for two or more minutes in looking at pictures if they are named.

Uses five or more true words with some consistency; attempts to obtain desire objects by using voice in conjunction with pointing and gesturing; some true words occur in jargon utterances.

16-18 months

Comprehends simple questions and carries out two consecutive directions with a ball or other object; remembers and associates new words by categories (such as food, clothing, animals, etc.); from a single request, identifies two or more familiar objects from a group of four or more objects.

Begins using words rather than gestures to express wants and needs; begins repeating words overheard in conversation; continual but gradual increase in speaking vocabulary.

20-22 months

Follows a series of two or three very simple but related commands, recognizes and identifies almost all common objects and pictures of objects when they are named.

Begins combining words into simple sentences (like "Go bye-bye," and "Daddy come." Attempts to tell about experiences using a combination of jargon and some true words.

24-27 months

Demonstrates an understanding of several action words by selecting appropriate pictures; when asked, points to smaller body parts (chin, elbow, eyebrow), recognizes and identifies general family name categories (baby, mother, grandma).

Usually uses two-to three-word sentences, often uses personal pronouns correctly (I, you, he, it, me); asks for help with some personal needs washing hands, going to the toilet.

27-30 months

Demonstrates an understanding of word association through function identification (correctly answers, "What do you eat with?" "What do you wear?"); understands size differences (selects "the little doll," "the small book," "the large bow").

Names at least one color correctly; refers to self by using a pronoun rather than by his proper name; repeats two or more numbers correctly.

30-33 months

Demonstrates an understanding of all common verbs; understands very long and complex sentences, demonstrates an understanding of most common adjectives.

Tells gender when asked, "Are you a boy or a girl?"; names and talks about what he has scribbled or drawn when asked; gives first and last names when asked.

33-36 months

Shows interest in explanations of "why" things are and "how" things function; carries out three simple commands given one long utterance; demonstrates an understanding of prepositions (on, under, front, behind, etc.)

Regularly relates experiences from the recent past (what happened while he was separated from parent); uses several verb forms correctly in relating what is going on in action pictures; uses some plural forms correctly in speech.

36-48 months

Listens eagerly to stories; carries out four-step command using prepositions, understands primary colors.

Says at least one nursery rhyme, can repeat three digits; asks questions beginning with "What?", "Where?", "Who?"; uses plurals; can repeat a six-word sentence; verbalizes opposites; talks to self in long monologue; can give sensible answers to "Why do we have stoves?" etc.; names primary colors.

Sources: Adapted from the Bzock-League Receptive-Expressive Emergent Language Scale and Learning Accomplishment Profile by Anne Sanford, Kaplan Press, 1974.

TRAINEE HANDOUT #2: Cognitive Skills

Behavior	Developmental Age (in months)
Responds to sound of rattle	1
Responds to sudden voices	1
Has awareness of new situations	3
Reaches for familiar persons	4
Reacts to sight of toy	4
Discriminates strangers	5
Turns head to look for dropped spoon	5
Plays peak-a-boo	6
Uncovers toy	8
Rings bell purposely	8
Responds to name	9
Plays pat-a-cake	9
Waves bye-bye	9
Responds to "no-no"	10
Looks at pictures in book	10
Squeezes doll to make it squeak	11
Looks in correct place for toys which roll out of sight	12
Fetches or carries familiar objects	12-24
Uses names of familiar objects	12-24
Imitates putting objects in box	13
Understands and follows simple commands	15
Points to one named body part	17
Attacks toy with stick	17
Lables one object	18
Follows one-step direction	18
Points to three body parts (hair, eyes, nose)	18
Identifies pictures in book ("find ball")	18
Tries to sing	18-23
Points to parts of doll on request	21
Follows three directions with ball	21
Discriminates two: cup, place, box	22
Names familiar picture cards	24
Recognizes his own	24
Comprehends "another"	24
Matches familar objects	24
Responds correctly to two of three requests: 1. "Give me--."; 2. "Put the -- on the --".	24
Joins in nursery rhymes and songs	24-29
Shows and imitates names for hair, hands, feet, nose, eyes, mouth, shoes	24-29
Sings phrases of songs	24-29
Answers correctly, "What do you hear with?"	29
Associates use with objects	30
Enjoys simple stories read from picture book	30-35
Gives use of object	30-35
Recognizes himself when shown photographs	30-35

	Developmental Age (in months)
Repeats two digits	30-35
Listens to musical instruments, including record player	30-35
Participates in storytelling (with words or phrases)	30-35
Lables mud and clay products as "cake" and "pie," etc.	30-35
Names six of six common objects: flag, chair, car, box, key, fork	30-35
Can point to teeth and chin on request	34
Knows sex	36
Matches two or three primary colors	36-48
Names all colors	36-38
Can point to tongue, neck, arm, knee, thumb	43-48
Tells action in pictures	36-48
Can name 10 pictures of 18 common objects	36-48
Can name one pictured animal from memory	36-48
Can count two blocks	36-48
Puts together seven-piece puzzle	36-48
Shows appreciation of past and present	40
Comprehends three prepositions (on top of, under, inside)	42
Can find pictures of animals that are alike (lotto)	42
Can give sensible answer to, "Why do we have stoves?" etc.	42
Can tell how many circles when shown two circles	45
Compares texture	48
Can respond correctly to: "A hat goes on your head."; Shoes go on your --".	48
Names 14 of 18 pictures of common objects	48-60
"Reads" pictures	48-63
Can assemble seven-piece puzzle in 150 seconds	51
Can name materials objects are made of	54
Knows day, night	54
Can compare three pictures (which one is prettier)	54
Can tell pictorial likenesses and differences	54
Can follow three commands in proper order	54
Selects heavier weight invariably	48-60
Counts three circles when shown three circles	48-60
Matches and names four primary colors	48-60
Can make opposite analogies	48-60
Can obey commands using four prepositions, ball and chair	48-60
Appreciates past, present and future	48-60
Can define six words	48-60
Matches 10 or 12 colors	60-72
Gives home address	60-72
Knows source of 15 or 20 actions ("What bounces?")	60-72
Acts out stories	60-72
Gives age	60-72
Can form rectangle of two triangular squares	60-72
Can judge weights	60-72
Knows names of the following coins: dime, nickle and penny	60-72

	Developmental Age (in months)
Learns left from right	60-72
Can tell similarities or differences in 9 of 12 pictures	60-72
Can count six objects when asked, "How many?"	60
Can tell which is bigger when asked, "Which is bigger-- a cat or a mouse?"	64
Can tell what number follows 8	66
Can tell how a crayon and pencil are the same and how they are different	70
Understands number up to 10	72

Source: A Manual for Use of the Learning Accomplishment Profile. Anne Sanford, editor, Funded by the Bureau of Education for the Handicapped and the Office of Child Development, U.S. Department of Health, Education and Welfare. Kaplan School Supply Corp., 1974.

TRAINEE HANDOUT #3: Social Skills

Behavior	Developmental Age (in months)
Smiles spontaneously	3
Laughs aloud	4
Discriminates strangers	5
Plays peek-a-boo	6
Reaches for familiar persons	12-24
Imitates housework	14
Plays with other children	18
Picks up and puts away toys	18-23
Moves independently about the house causing little concern	19
Helps with simple household tasks	19
Demands personal attention	12-24
Imitates simple actions	18-23
Plays contentedly alone if near adults	18-23
Enjoys short walks	18-23
Engages in predominately parallel play	24
Initiates own play activities	24
Participates appropriately in water play	24-29
Helps put things away	30
Plays simple group games as "Ring Around the Rosy."	30-35
Engages in domestic make-believe play	30-35
Observes other children at play and joins in for a few minutes	30-35
Listens attentively to stories	36-38
Asks for favorite stories	36-48
Enjoys floor play with blocks, boxes, toy trains alone or with others	36-48
Understands taking turns	36-48
Makes effort to keep surroundings tidy	36-48
Shows affection for younger siblings	36-48
Performs for others	44
Carries a tray	36-48
Helps with adult activities in house and garden	36-48
Understands sharing	36-48
Helps at little household tasks (dusting, drying dishes)	36-48
Associative group play takes place of parallel play	42
Helps put things away	48
Engages in imaginative part play	36-48
Plays cooperatively with other children	48
Goes on errands outside home	48
Enjoys dressing up in adult clothes	48-60
Plays competetive exercise games	48-60
Is inclined to verbal impertinence when frustrated	48-60

	Developmental Age (in months)
Shows concern and sympathy	48-60
Becomes aggressive with playmates	48-60
Bosses and criticizes	54
Calls attention to own performance	54
Shows off dramatically	54
Comforts playmate in distress	60-72
Performs simple errands	60-72
Understands need for rules and fair play	60-74
Respects property	60-66
Plays complicated floor games	60-74
Chooses own friends	60-74
Plays simple table games	60-74
Goes to school unattended	60-74
Plans and builds constructively	60-74
Explores neighborhood	60-74
Relates clock time to daily schedule	60-74
Gets along well in small groups	60-74
Conforms to adult ideas	60-74

Source: A Manual for Use of the Learning Accomplishment Profile. Anne Sanford, editor. Funded by the Bureau of Education for the Handicapped and the Office of Child Development, U.S. Department of Health, Education and Welfare. Kaplan School Supply Corp., 1974.

MODULE 3: Assessment

Goals

1. The trainee gains an understanding of the assessment process as it relates to PREP.
2. The trainee will be able to conduct informal assessment of gross and fine motor skills.
3. The trainee will be able to conduct assessment of associative skill areas.

INTRODUCTION

Assessment is the process of gathering information about children's performance levels and using it to make decisions about program content. The purpose of this module is to help trainees develop a basic orientation to assessment as it relates to the PREP Model.

Assessment information may be objective or subjective. Objective data are usually gathered through formal procedures which minimize the influence of values and personal judgments held by the people collecting the information. Subjective data are usually the product of skilled judgment based upon observation; value orientations of the data gatherers are acknowledged. Both sources of information are important in determining needs.

An effective preschool recreation program should be based on the needs of the participants. If a program is established without considering children's present performance levels, activities may be too difficult for some of them to accomplish. A child will develop feelings of failure and an "I can't do it" attitude. On the other end of the continuum, some activities may be too easy for some children. This child may exhibit disruptive behavior, restlessness, inattention, or non-cooperative play because there is no challenge or stimulation.

Children vary widely in developmental levels at a given chronological age. Therefore, it is appropriate and important to determine what skills each child has achieved and the degree to which each skill has been mastered. The assessment process described in this module will enable the trainee to evaluate the entry-level behavior of each child in the 27 gross and fine motor skills presented in the PREP Manual. The trainee will become familiar with how to observe a child who is performing a motor task and how to compare behavior with the illustrations and descriptions in the PREP Manual.

With the information obtained from the observations, the trainee will gain a generalized awareness of the skills a child is able to use in life experience activities and will be able to plan initial activities appropriate to the skill level of each child. A sequential activities program to help each child attain a mature performance level for each task will also be developed.

Assessment is an ongoing process. PREP assessment can be conducted at the end of each activity or as often as needed to determine when the child is ready to move to more advanced activities.

At the completion of this module, trainees will be able to assess the entry-level behavior of children and monitor the child's progress during the program. This information will provide a basis for short-term and long-term program planning.

Although the module addresses some of the larger questions about assessment, it is not intended to be comprehensive. The intention is to provide the trainee with sufficient orientation and skills to implement the PREP Model. Persons interested in a more thorough discussion of the topic are urged to consult one of the "supplementary reading" texts listed.

Objective 1

Understands the assessment process as it relates to PREP

- 1:1 Explains purpose of assessment
- 1:2 Relates definition of assessment used in the PREP Model
- 1:3 Lists uses of assessment in the PREP program
- 1:4 Explains alternative benefits of effective assessment

LEARNING ACTIVITIES

Read:

1. PREP Implementation and Resource Guide, pp. 44-48.
2. PREP Manual, pp. 83-86, 140-144.
3. Ackerman, J. Developmental Physical Education, pp. 6-11.
4. Cratty, B.J. Remedial Motor Activity for Children, pp. 69-90.
5. Ridenour, M. et al. Motor Development: Issues and Applications, pp. 165-190.

Participate:

6. Ask trainees to find a dictionary definition of assessment and to write a definition in their own words. They should bring the definitions to a small group to discuss reasons for using assessment in recreation programs.

7. Have trainees interview a person in a related field (e.g., teacher, doctor, physical therapist) and find out why and how that person uses assessment. They should write their interpretation of the responses or report orally to the group.

8. Based upon suggested readings, have trainees write five characteristics of a good assessment tool and then discuss them in a small group.

9. Have trainees discuss the kinds of information obtained from assessment tools, including quantitative and qualitative information.

10. Encourage trainees to investigate formal assessment instruments by reading the introduction to the instructor's manual for a standardized test (e.g., Denver Developmental Screening Test, Dayton Sensory-Motor Awareness Test, McCarthy Scale of Children's Abilities). Have them share the results of their investigations and discuss the advantages and disadvantages of a formal assessment over an informal assessment.

11. After reading a comparison of several formal assessment instruments, trainees should prepare a chart with which to compare use of the assessment by (a) age and (b) skills tested and to analyze critical comments. (Refer to B. Cratty, Remedial Motor Activity for Children, pp. 69-90 and M. Ridenour, Motor Development: Issues and Applications, pp. 165-190.)

12. Have trainees investigate an informal assessment checklist such as the Learning Accomplishment Profile (LAP), Project Portage Checklist, or Peabody Developmental Motor Scales and compare the information it gathers to the information obtained by the PREP Assessment Form.

13. Have trainees investigate an informal screening instrument, such as the Denver Developmental Screening Test (DDST), and compare the information it provides to the information obtained by the PREP Assessment Form.

14. Have trainees identify three characteristics (e.g., hearing loss, foreign language, physical handicap) children may have which would require adaptation of assessment procedures and describe at least one way (for each characteristic) to accommodate these children.

15. Have trainees discuss the differences they might find in individual versus group testing. Each should select a skill from the Gross Motor Skill Assessment Form and assess one child on that skill. Then, trainees should group four children and assess them all on that skill. Trainees should then compare results.

16. Ask trainees to complete the following chart for the skill "hops on one foot."

Assessment Tool	Age of Achievement	Quality of Skill Needed to Pass
PREP		
DDST		
LAP		
Project Portage		

17. Have trainees list five methods of collecting data (e.g., observation, parent information, teacher interview, medical record, child interview).

18. Have trainees select a participant in a preschool recreation program and obtain information about that child from at least four sources. Then each should compare the reliability of the information with their personal observations of the child's behavior.

19. Have trainees look at the pictures of the skill "hopping" on pages 84-86 of the PREP Manual. Ask them to try to hop like the child in the illustration at the Beginning Level, then at the Intermediate Level, and finally at the Advanced Level. They should observe another trainee hopping, compare what they see with the pictures in the Manual, and then categorize the trainee's level of performance. (Trainees may simulate any level of performance.) Repeat this activity with the fine motor skill of "cutting." Ask trainees to cut in the manner described for each of the three levels; then have them observe a trainee cutting and identify the level at which he or she is cutting.

20. Have trainees select three other skills from the PREP Manual and ask another trainee to perform the skill at any level. Trainees will compare what they see with the pictures in the Manual and assess the performance level (Beginning, Intermediate, or Advanced).

PERFORMANCE CRITERIA

1. The trainee will give an accurate description of assessment and describe its use in Project PREP.

2. The trainee will be prepared to briefly describe the purpose and alternate benefits of effective assessment to fellow trainees.

Objective 2

Conducts informal assessment of gross and fine motor skills

- 2:1 Describes process used in assessment
- 2:2 Demonstrates use of PREP Skill Assessment Form
- 2:3 Determines level of performance of gross motor skills through application of assessment tools
- 2:4 Determines level of performance of fine motor skills through application of assessment tools.

LEARNING ACTIVITIES

Read:

21. PREP Implementation and Resource Guide, pp. 44-48.

22. PREP Manual, pp. 83-86; 140-144.

Participate:

23. Have trainees select three children to be assessed on the motor skill "hopping." They should ask each child to hop one at a time and determine each child's level of skill according to the PREP Manual. Trainees should list the children's names on a PREP Skill Assessment Form with the appropriate letter: B (Beginning), I (Intermediate), or A (Advanced). Then have trainees assess the same three children on the motor skill "cutting." After observing the cutting behavior, the trainees should determine the skill level according to the Manual and list the children's names on a Skill Assessment Form with the appropriate letter: B (Beginning), I (Intermediate), or A (Advanced).

24. Ask trainees to select a child to be assessed on five gross motor and five fine motor skills. Have then begin with the first five gross motor skills listed for PREP (body identification, static balance, crawling, creeping, and dynamic balance) and the first five fine motor skills (grasping, block building, hammering, pouring, and drawing). They should assess the child by using the illustrations in the PREP Manual and list the child's name on the Skill Assessment Form with the appropriate letters (B, I, or A) for each of the 10 skills.

25. Have trainees observe children playing in an unstructured situation, such as a playground. They are to watch a child run and assess his or her performance on the basis of the skills described in the PREP Manual (pages 73-77).

26. In pairs but independently, have trainees assess three children performing gross motor skills. Then have them compare their ratings (B, I, or A) for each child.

27. Trainees should list, then discuss, points of focus to observe in the performance of the motor skill "jumping." They should state three behaviors they would look for while the child jumps. Have them repeat this activity using a fine motor skill.

28. Have trainees study the following items: (a) Learning Accomplishment Profile, pp. 17-21; 37-46; (b) McCarthy Scale of Children's Abilities; (c) Peabody Developmental Motor Scales; and (d) Project Portage Checklist.

PERFORMANCE CRITERIA

1. The trainee will be prepared to demonstrate the techniques and procedures for collecting assessment data by using PREP Fine and Gross Motor Skill Assessment Forms.

2. The trainee will use the PREP Skill Assessment Forms to evaluate a child on gross and fine motor skills. Trainee will identify the child's performance at the beginning, intermediate, or advanced level.

Objective 3

Conducts informal assessment of associative skill areas

- 3:1 Identifies associative skills (language and social)
- 3:2 Describes process for assessing language and social skills
- 3:3 Uses assessment forms to complete language assessment
- 3:4 Uses assessment forms to complete assessment of social skills

LEARNING ACTIVITIES

Read:

29. PREP Implementation and Resource Guide, pp. 44-48.

30. PREP Manual, pp. 83-86; 140-144.

Participate:

31. Have trainees listen to a presentation by the trainer about types of observation checklists available to measure language behavior and social development. Have them use one form for each skill category while observing a child and record his or her level of performance on both the language checklist and a social skills checklist. The lecture should include definitions of expressive and receptive language and a discussion of their differences.

PERFORMANCE CRITERIA

1. The trainee will assess a child's performance level by using the Learning Accomplishment Profile (LAP) and a language development checklist, such as Denver Developmental Screening Test or Project Portage Checklist.

2. The trainee will assess correctly a child's performance level by using a social development checklist, such as the Learning Accomplishment Profile (LAP), Denver Developmental Screening Test, or P.A.S.S.

3. The trainee will list three of the child's needs on the basis of assessment data collected and be prepared to discuss list with fellow trainees.

TRAINER'S GUIDE

The process of informal assessment is highly influenced by the performance of the person doing the assessment. To do assessment accurately, the assessor should keep several factors in mind.

1. Elicit the child's best possible performance by:

   a. making the child feel at ease.
   b. beginning with items the child can perform successfully.
   c. assuring that the child understands what is to be done, either by giving verbal directions, or demonstrating, or giving physical assistance until the child understands the task.
   d. providing several trials if failure occurs on first trial.
   e. considering health, fatigue, and comfort level at the time of testing. (It may be necessary to re-test on a different day when child is responding with more typical behavior.)

2. Trainees should be thoroughly familiar with the form of the assessment: the skill to be tested, points of focus, verbal directions, etc.

3. Trainees should be objective in evaluating the level of behavior. They should not assume the child can do better and give a higher score than the one earned at time of assessment.

Motor skills can be assessed more objectively than language or social skills. If the child is not at ease in the situation, language may not be

elicited. It may be necessary for trainees to contact other sources (e.g., report of parent or teachers) to supplement information obtained by direct observation.

Assessing social skills may be even less objective. The assessor must consider that the behavior observed is only one type of behavior; interaction with other children may bring out different responses. The assessor must make the most knowledgeable decisions possible about the social development of the child.

During the assessment process, the trainee should be aware of what he or she is seeing; learning to develop an observant eye is critical. When observing movement, it is important to: (1) Notice the results of the motion -- that is, what happens to the object being thrown, or poured, or cut. Is the child successful at the task attempted? (2) Observe the total movement. Is it fluid and flowing or jerky? rigid? non-rhythmical? Do the limbs work together or separately as needed? Is there coordination between body parts? Do only those body parts needed become involved in the action? Is the child able to plan a course of action and then follow it through or is it necessary for the child to be directed to each part of the activity? (Further helpful pointers may be found in Ackerman, pages 6-11.)

L.A. #6 (Objective 1)

Convey the idea that assessment is an ongoing process. Records can be kept daily, weekly, or as needed.

L.A. #14 (Objective 1)

Help trainees understand that the child must know what is expected before he can perform well in the assessment situation. Encourage trainees to feel free to demonstrate or adapt the assessment process in whatever way necessary to elicit the best performance from the child.

L.A. #16 (Objective 1)

Use assessment tools listed or others that are available. The intent is for trainees to understand that there are variations in age references and because of the nature of individual differences, these variations are to be expected.

L.A. #19 (Objective 1)

Have the trainees be realistic by improvising behavior of children who are familiar to them. Trainees should not make obvious imitations that may reflect on a particular child.

L.A. #23 (Objective 2)

Determine at what level the child performs. Trainees can select whatever skills they want. The activity can be expanded to include measurement of language and social skills by referring to the checklists mentioned in this module.

L.A. #31 (Objective 3)

You should point out that performance may vary daily; therefore, inconsistent results may be obtained. Point out to trainees that observing social skill development is for the purpose of determining appropriate behavior expectations only; it does not constitute an analysis of a child's behavior. No judgmental conclusions should be recorded; rather, a child may be recommended for further evaluation by a behavioral professional.

SUPPLEMENTARY READINGS

Ackerman, Jeanne. 1978. Developmental Physical Education. Washington, D.C.: Hawkins and Associates. (Observation techniques)

AAHPER. 1976. Testing for Impaired, Disabled, and Handicapped Individuals. Washington, D.C.: American Alliance for Health, Physical Education and Recreation.

Bayley, Nancy. 1969. Bayley Scales of Infant Development. New York: Psychological Corp.

Cratty, B. 1975. Remedial Motor Activity for Children. Philadelphia: Lea and Febiger.

Denver Developmental Screening Test: Instructor's Manual. 1969. Denver: Univ. of Colorado Medical School.

McCarthy Scale of Children's Abilities. 1972. New York: Psychological Corp.

Ridenour, M. et al. 1978. Motor Development: Issues and Applications. Princeton: Princeton Book Co.

Salvia, John and Ysseldyke, James. 1978. Assessment in Special and Remedial Education. Boston: Houghton Mifflin Co. (Assessment tools)

Sanford, Anne R. (ed.). 1976. Learning Accomplishment Profile. Winston-Salem, NC: Kaplan Press.

Shearer, David et al. Portage Guide to Early Education: Instructions and Checklist.

SUGGESTED TEST QUESTIONS

1. Define assessment and state an example of a method for assessing motor behavior, language behavior, and social behavior.

2. List two types of assessment tools.

3. Describe behavior at the advanced level for the motor skill, "hopping."

4. List two informal tools for assessing language and social development.

5. A three-year-old child is at the "B" level of the motor task "hopping." State two activities a child needs to develop to improve hopping ability.

6. Identify and describe three factors to consider when interpreting a child's assessed performance.

7. According to the PREP Implementation and Resource Guide, assessment means

_____

_____

Answer Key:

Trainer, please note: Correct answers to questions 1,2,4,5, and 6 may vary. Sample answers are provided below.

1. Assessment is the process of gathering information about children's performance levels and using it to make a decision about program content. An example of assessing motor, language, and social behavior is informal assessment.

2. formal, informal

3. a. pushes body weight upward
   b. maintains balance on one foot
   c. uses arm swing to assist in upward and forward movement
   d. can move from one place to another while hopping

4. checklists, anecdotal records

5. Trainer, please note: see PREP Manual p. 84, "Beginning Life Experience Activities."

6. time of day; fatigue level; familiarity with assessor

7. identify the needs of the target population

MODULE 4: Goals and Objectives

Goals

1. The trainee will understand the importance of goals and objectives in programming for preschool handicapped children.
2. The trainee will understand the construction of goals and objectives.

INTRODUCTION

Participation in activities is an essential aspect of every child's growth, development, and maturation. The significance of passing through crucial developmental stages or "milestones" goes by almost unnoticed for the "normal" youngster. One activity blends into the next as the child's abilities become more sophisticated and complicated. Gradually the child masters motor skills and verbal skills and grows to more mature levels of social and emotional existence.

Mastery of developmental skills does not occur as easily for many handicapped children. For some, perhaps, mastery will never be achieved; for most, significant progress is possible. As with "normal" children, participation in a variety of activities contributing to positive growth and development is essential. Sometimes it takes a substantial period of time for a handicapped child to change. How can we recognize this change? How do we develop and direct activity programs that will help children achieve their potential?

One way to help children grow and develop is to use the PREP Model to structure a well-conceived program for building motor, language, and social skills. Viable planned-intervention strategies are based on a clear, concise statement of purpose or intent, that is supported by a series of additional concise statements that communicate in more detail the direction the strategy is to take. Developing specific, well-defined goals and objectives is a critical step in formulating a program within the PREP Model.

Developing general goal statements helps the planner begin to answer such questions as: Where do I want to go? How should I go about getting there? How will I know when (or if) I have arrived?" In addition to suggesting intent and direction, the generalized goal statements and specific individualized performance objectives for each child help to define the changes we expect to occur and thus identify the criteria which may be used to measure those changes. Additionally, writing goals and objectives is an integral part of conceptualizing the child's individualized program plan.

Based on the outcome of the needs assessment and/or problem identification, goals define the areas of concern and provide a focus for the activities and interventions. Most planners would agree that goals should be written in terms that specify measurable behavior and should begin with a verb or action phrase. A goal is concerned with a final outcome, rather than with the process involved in reaching that outcome, and with a single behavioral outcome, rather than multiple outcomes. Goal statements are broader than performance objectives. They suggest direction, intent, and desired outcomes, but do not have to be as specific as performance objectives.

Performance (or behavioral) objectives follow from the goal statement and they are more specific and include conditions and expected standards or criteria to determine when the behavior is performed at an acceptable level. They have the same characteristics as goal statements: they specify measurable (observable) behavior, are concerned with an end product, a single behavioral outcome, focus on the child's behavior, and begin with an action verb. The crucial difference is the inclusion of criteria (standards) and conditions. For example, take the goal statement, "To develop the ability to pour." There is an observable (measurable) behavior, pour, and a direction, to develop. This statement becomes an objective when we add a condition, when given a pitcher of water, and a criteria, without spilling. "When given a pitcher of water and bowl, John will pour the water into the pitcher without spilling" is the complete performance objective for a specific situation.

Once the goals and objectives are specified, they are used as an integral part of the individualized program plan. Based on the needs assessment, the goals give direction; based on the goal statements, the performance objectives are used to formulate the individual program plan. Implementing the evaluation plan which is based on the criteria or standards included in the objectives completes the programming cycle and establishes the basis for reassessment and continuation of the process. It is this systematic documentation which determines the accountability of the program.

When using this module, remember that many people have contributed to our knowledge about the purpose, use, and development of goals and objectives as they relate to individualized program plans. Typically, each favors a slightly different approach. These differences have caused frustration and confusion for beginning practitioners; even many highly experienced program specialists have struggled to find the correct way. However, there is no single best way, although most authors are in general agreement about the elements of goal and objective writing. What is important is that there is agreement and consistency in a given agency or department so that the intent and desired outcomes are understood clearly by all who are responsible.

The methods for writing goals and objectives used in this module have the basic characteristics described by most authors. Any modifications or changes have been for the purpose of tailoring the discussion to the needs of persons using the PREP Model.

In this module, the trainee will learn to distinguish between goals and objectives; to write correct goals and objectives; and to understand the purpose of goals and objectives in individualized program planning. This module is not intended to make trainees experts about theoretical issues or questions. Also, it does not deal with the controversy about writing objectives in the affective domain (an issue of some debate in the current literature). Interested trainees should consult available texts.

Objective 1

Understands how goals and objectives are used in Project PREP

- 1:1 Describes purpose of goals and objectives as part of program planning
  - 1:1:1 Reviews steps in individualized program planning
  - 1:1:2 Explains significance of goals and objectives as a part of process
- 1:2 Understands use of goal statements in planning
  - 1:2:1 Defines goals as used in individualized program planning
  - 1:2:2 Lists characteristics of goals
  - 1:2:3 States purpose of goals
- 1:3 Understands use of performance objectives in program planning
  - 1:3:1 Defines performance objectives as individualized outcomes
  - 1:3:2 Lists characteristics of performance objectives
  - 1:3:3 States purpose of performance objectives

LEARNING ACTIVITIES

Read:

1. PREP Implementation and Resource Guide, pp. 43-75.
2. Module 4 Introduction.

Participate:

3. Have trainers list 10 goal statements found in the Prep Manual.

4. Using Trainee Handout #1, have trainees identify characteristics (observable, measurable, process, product) or verbs.

5. Using Trainee Handout #2 have trainees specify key elements of goals and objectives.

PERFORMANCE CRITERIA

1. The trainee will list and describe briefly the basic steps in individualized program planning in accordance with the PREP Implementation and Resource Guide.

2. Given a list of goals and objectives (prepared in advance by the trainer), the trainee will (a) identify each and (b) label parts of each with 90 percent accuracy.

Objective 2

Prepares goal statements

- 2:1 Reviews characteristics of goals
  - 2:1:1 Lists characteristics of goals
  - 2:1:2 Describes characteristics of goals
- 2:2 Recognizes steps for writing goals
  - 2:2:1 Uses assessment of client
  - 2:2:2 Identifies needs
  - 2:2:3 Identifies terminal behavior
  - 2:2:4 Selects proper level of generality
  - 2:2:5 Limits statement to child's performance
  - 2:2:6 Limits statement to one outcome
  - 2:2:7 Specifies outcome rather than process
  - 2:2:8 Selects verb to specify observable behavior

LEARNING ACTIVITIES

Read:

6. Have trainees review goal statements throughout PREP Manual.

7. Have trainees list goals found in PREP Manual.

Participate:

8. In small groups, have trainees "brainstorm" goal areas using hypothetical assessment information. Have each group critique goal statements of other groups.

9. Using examples from their own programs, ask trainees to prepare a list of goals appropriate for a specific child. Goal statements should be evaluated using Trainee Handout #3.

10. From a list of statements, ask trainees to select the ones that are correct goal statements.

11. In small groups, have trainees prepare goal statements for a specific situation. Groups should exchange and critique each others' goal statements, using Trainee Handout #3.

12. Have trainees discuss a list of descriptive action terms to differentiate between observable and non-observable behavior.

PERFORMANCE CRITERIA

1. Given a specific example, the trainee will write goal statements which are accurate according to worksheet specifications.

2. Given a list of descriptive terms, the trainee will select verbs that describe observable behavior, with 90 percent accuracy.

Objective 3

Prepares objectives based on goals

- 3:1 Identifies components of objectives
  - 3:1:1 Lists components of objectives
  - 3:1:2 Describes components of objectives
- 3:2 Recognizes steps for writing objectives
  - 3:2:1 Uses goal statement
  - 3:2:2 Recognizes element of goal
  - 3:2:3 Identifies verb to describe element
  - 3:2:4 Describes conditions under which performance will occur
  - 3:2:5 States criteria or standard of acceptable behavior
- 3:3 Uses steps to write objectives
- 3:4 Checks objectives for accuracy
- 3:5 Corrects objectives (if necessary)

LEARNING ACTIVITIES

Read:

13. Introduction to this module.

View:

14. Audiovisual on Writing and Using Behavioral Objectives, especially frames 4,5,6,7, and 8. (Available: The Lansford Publishing Co., P.O. Box 8711, San Jose, CA 95125.)

Participate:

15. Select goals from PREP Manual. In small groups, have trainees "brainstorm" ideas and write objectives for a specific goal. Groups should meet to discuss and critique each others' goals. Use Trainee Handout #4.

16. From a given list, have trainees identify correctly written objectives, have them rewrite incorrect ones.

17. Have trainees use Trainee Handout #5 to develop correct objectives.

18. Using a list of objectives they prepare, have trainees mark parts of objectives to check for accuracy. An acceptable format would be to circle verbs, underline conditions once, and underline criteria twice.

PERFORMANCE CRITERIA

1. Given a goal statement, the trainee will correctly prepare five performance objectives for a hypothetical client.

2. Given a worksheet with both accurate and inaccurate objectives, the trainee will differentiate between the two.

TRAINER'S GUIDE

The PREP Manual and Guide serve as resources to help trainees accomplish the objectives in this module. The Guide gives an overview of the use of goals and objectives, the Manual provides specific examples. Goal statements are plentiful. Generally, performance objectives in the PREP Manual are geared more for program planning and do not have all the characteristics recommended for individualized objectives, but they have been well thought out.

Objective 1

In Objective 1, emphasis is placed on the distinction between goals and objectives and the general purpose of each. Relevant information is presented in the rationale for this module. In addition, the audio-visual aid should be helpful in outlining and describing the characteristics of objectives. For those who want more information, Therapeutic Recreation Program Design by Gunn and Peterson has a short but clear overview of the use of goals and objectives in individualized program planning.

Objective 2

Objective 2 centers on writing goal statements. Proficiency will come with practice. The PREP Manual has many goal statements that can be used in activ-

ities for this objective. Emphasis has been placed on the similarities of goals and objectives. The task of dealing with writing performance objectives should, therefore, be less overwhelming.

Objective 3

Objective 3 centers on performance objectives. The Performance Objective Development Form (Trainee Handout #5) will direct trainee's thinking to the major components of performance objectives.

Again, the PREP Manual is recommended as a resource for writing individualized objectives. Practice in writing objectives for each of the performance levels presented should help trainees prepare to respond to the varied abilities of children they will encounter in actual programs.

SUPPLEMENTARY READINGS

Bloom, Benjamin S. ed. 1965. Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook I: Cognitive Domain. New York: David McKay Co., Inc.

Gronlund, Norman E. 1970. Stating Behavioral Objectives for Classroom Instruction. London: The Macmillan Co.

Mager, Robert F. 1962. Preparing Instructional Objectives. Palo Alto, Calif.: Fearon Publishers.

Mager, Robert F. 1972. Goal Analysis. Belmont, Calif.: Fearon Publishers.

SUGGESTED TEST QUESTIONS

Instructions:

Listed below are ten phrases. If the phrase is a performance objective, put a P on the blank that precedes it. If the phrase is a goal statement, place a G on the blank. If it is neither, place an O on the blank.

_____ 1. To increase the ability to communicate.

_____ 2. John will skip across a sidewalk.

_____ 3. Teaches new game to improve fine motor development.

_____ 4. Writes and spells name correctly when asked.

_____ 5. To run.

_____ 6. The child will appreciate tidyness.

_____ 7. Becky will point to her nose.

_____ 8. Three times in a row.

_____ 9. Develops rolling ability.

_____ 10. Pounds down peg in three tries when given a hammer and peg board.

The list below contains several characteristics that apply to goals and/or objectives. Place a check in the appropriate column(s) for each description. It is possible that a characteristic may apply to only one or to both.

	Goal	Objective	
11.	_____	_____	Single topic
12.	_____	_____	Action verb
13.	_____	_____	General statement
14.	_____	_____	Specific statement
15.	_____	_____	States condition

Place a T on the blank if the statement is true and a F on the blank if the statement is false.

_____ 16. Observability is a characteristic of performance objectives.

_____ 17. Generally, observation is an adequate measure of a child's progress.

_____ 18. Goal statements suggest intent.

_____ 19. One function of goals and objectives is to provide a common language.

_____ 20. Stating the process, rather than the end product, helps to clarify the intent of goals and objectives.

Answer Key:

1.	G	6.	O
2.	O	7.	O
3.	O	8.	O
4.	P	9.	O
5.	O	10.	P

	Goal	Objective
11.	X	X
12.	X	X
13.	X	
14.		X
15.		X

16. T
17. F
18. T
19. T
20. F

TRAINEE HANDOUT #1: Characteristics of Verbs

	Observable	Measurable	Terminal Behavior	Process Behavior
1. runs				
2. hops				
3. appreciates				
4. jumps				
5. rolls				
6. listens				
7. cares				
8. turns				
9. demonstrates				
10. matches				
11. improves				
12. learns				
13. crawls				
14. attends				
15. lifts				

Observable: Can be readily recognized
Measurable: Used in this context, infers that your measure would be the same as other's measure
Terminal Behavior: Concerned with the end result ("runs," not "learns to run")

Remember: Terminal behavior is most desirable behavior.

TRAINEE HANDOUT #2: Elements of Goals and Objectives

Instructions:

Consider the list of characteristics on the left. If a particular characteristic applies to goals, place a check in the "goals" column. If is applies to an objective, place a check in that column. Some characteristics will apply to only one area, some will apply to both.

	GOALS	OBJECTIVES
Observable behavior		
Deals with child's behavior		
Terminal behavior		
Specific statement		
Only one outcome		
General statement		
Starts with a verb		
States conditions		
Specifies product		
Indicates direction		
Criteria achievement		
Proper level		
Measurable performance		

TRAINEE HANDOUT #3: Goal Checklist

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
1. Uses assessment data						
2. Indicates terminal behavior						
3. Level is appropriate						
4. Indicates child's performance						
5. Uses only one outcome						
6. Specifies product						
7. Begins with a verb						
8. Behavior is observable						
9. Indicates direction						

(Six goal statements should be selected and listed here.)

TRAINEE HANDOUT #4: Performance Objective Checklist

	Obj. 1	Obj. 2	Obj. 3	Obj. 4	Obj. 5	Obj. 6
1. Relates to goal statement						
2. Starts with a verb						
3. Conditions are clearly stated						
4. Specifies level or standard						
5. Has only one outcome						
6. Indicates terminal behavior						
7. Indicates child's behavior						
8. Is at a proper level						
9. Deals with an outcome						

(Six performance objectives should be selected and listed here.)

TRAINEE HANDOUT #5: Performance Objective Development Form

Behavior	Conditions	Standard

MODULE 5: Planning

Goals

1. The trainee will gain an understanding of the planning process.
2. The trainee will demonstrate the ability to organize and design long-term program plans reflecting goals and objectives.
3. The trainee will demonstrate the ability to design short-term program plans (which include motor, language, social and cognitive learning experiences).*
4. The trainee will demonstrate the ability to design a learning environment which includes small group learning centers for teaching and refining skills.

INTRODUCTION

In previous modules, the trainee has been introduced to the purpose and procedures for assessing needs of preschool handicapped children and

*An integrated plan includes learning activities from two or more developmental areas--motor, language, cognitive, and social.

methodology for constructing individualized goals and objectives. The next major step in the PREP Model is concerned with designing intervention plans.

The purpose of this module is to assist trainees in developing skills needed to construct successful long- and short-term program plans consistent with PREP goals and objectives. Emphasis will be placed on understanding the planning process used in the PREP Model and how to use the PREP Manual to develop integrated plans. Finally, special attention will be given to orienting trainees to the use of the small group learning center.

The content for planning is presented in the companion publications--PREP Manual and Implementation and Resource Guide. Trainees should be familiar with them before beginning this module.

Objective 1

Understands planning process used in PREP

1:1 Defines planning in relationship to programming
1:2 Identifies principles basic to general planning
1:3 Identifies types of planning found in PREP

LEARNING ACTIVITIES

Read:

1. PREP Implementation and Resource Guide, pp. 46-58.

Participate:

2. After reading pages 46-58 in the Guide, have trainees: (a) define planning, (b) name types of plans used in PREP, (c) describe the purpose of planning, and (d) give examples of the use of planning as a process.

3. Have trainees interview three persons about the process of planning programs for preschool children. Persons interviewed may be recreation or education professionals. Trainees should try to select persons who have worked with preschool children. Have trainees write a two-page summary of the interview and address the following issues covered during the interview: (a) purpose of planning; (b) inherent value of planning; (c) planning for specific behaviors vs. providing activities; (d) planning integrated plans which address motor, language, cognitive, and social development; (e) planning as a process conducted by the entire staff; and (f) planning for improving a program's accountability.

4. Have trainees "brainstorm" planning tasks (pertinent to service providers) which will aid in implementing programs for preschool children.

5. Have trainees discuss the following: (a) value of reviewing assessment data prior to planning; (b) strategies for determining goals and objectives: (c) approaches to preparing a long-term plan; and (d) approaches to preparing a short-term plan.

PERFORMANCE CRITERIA

1. The trainee will list and accurately describe the major steps in planning as they are presented in the PREP Manual.

2. The trainee will identify the role of planning in general programming and will be prepared to defend his/her interpretation in discussion with fellow trainees.

3. The trainee will accurately describe the types of planning found in PREP.

Objective 2

Develops a long-term plan using the PREP Model

2:1 Defines a long-term plan
2:2 Explains purpose of long-term plan
2:3 Lists steps to be followed in constructing a long-term plan
2:4 Prepares long-term plan

LEARNING ACTIVITIES

Read:

6. PREP Implementation and Resource Guide, pp. 46-58.

Participate:

7. Have trainees describe the step-by-step procedure for planning their preschool programs.

8. After reading "Planning--Process II" in the Guide (pp. 46-58) have trainees do the following task: Working in small groups, outline two general program principles about integrated planning using at least two contemporary texts on planning education/recreation programs for preschool children. Have trainees present a report to the other groups.

9. Have trainees define overplanning and identify activities for learning centers as outlined in the PREP Implementation and Resource Guide, page 67. Identify activities from the PREP Manual to present in a 15-minute learning center. Have trainees select maximum number of life experience activities which reflect overplanning. Discuss strategies for achieving total staff involvement in planning.

10. Have trainees identify strategies to facilitiate planning their programs.

11. Have trainees review the long-term plan on page 53 in the PREP Guide and discuss: (a) the definition of a long-term plan; (b) the purpose of a long-term plan; (c) the value of a long-term plan; and (d) the content of a long-term plan. Following the group discussion, ask each trainee to prepare a written definition and statement of purpose, value, and content of a long-term plan.

12. Have trainees read a fable by Robert Mager (Trainee Handout #1) and discuss the significance of the story as it relates to the importance of long-term planning. Then, individually, have them provide a 1- to 2-sentence written statement about the importance of long-term planning.

13. Have trainees read pages 49-50 in the PREP Guide. In groups of two, they should take five minutes to list major steps in the process of designing long-term program plans. Have trainees reassemble into a large group and discuss briefly the steps they have identified.

14. In groups of two or three, have trainees design a long-term plan for a vacation (a) at the seashore and (b) in the mountains.

15. Working in groups of two, have trainees identify the main considerations of designing a long-term plan. (Use Trainee Handout #2.)

16. Given the trainer's brief overview of the use of the PREP Manual for long-term planning, have trainees review the Manual (including pages 3-4, "The PREP Instructional Materials") and identify specific content which aids in developing a long-term plan. (Example: sequence of skills.)

17. Given Trainee Handout #3 which includes long-term program goals have trainees assemble in groups of two or three to design a long-term plan. Trainees may take from 20-30 minutes to complete this activity.

18. Have groups of trainees exchange sample long-term plans (developed in LA #17) and discuss variations in design, including appropriateness and flow of activities.

19. Have each trainee prepare a long-term plan which is appropriate for their own program. (Ask trainees to refer to the PREP Implementation and Resource Guide and the PREP Manual.)

PERFORMANCE CRITERIA

1. Given the necessary prerequisite information, the trainee will develop a long-term PREP plan according to PREP guidelines.

2. The trainee will describe the purpose of a long-term PREP plan.

Objective 3

Develops a short-term plan using the PREP Model

3:1 Defines a short-term plan
3:2 Explains purpose of short-term plan
3:3 Lists steps to be followed in constructing a short-term plan
3:4 Prepares a short-term plan

LEARNING ACTIVITIES

Read:

20. PREP Implementation and Resource Guide, pp. 46-58; 60-62.

Participate:

21. Have trainees review the tasks for designing a short-term plan found on page 60 of the PREP Guide and compare the tasks on page 60 with the short-term plan found on pages 61 and 62.

22. Have trainees discuss the association between the goals of a program and the preparation of a short-term plan. Ask trainees to read objectives found in the short-term plan (PREP Guide, pages 61-62) and identify activities included in the plan which relate to the objective.

23. Without referring to PREP materials, have trainees identify content found in a short-term plan. In a large group, have each trainee (in a game-like manner) identify content not named by other trainees; (continue until no other content item can be identified). Have trainees refer to the PREP Guide to identify content not named by the completion of the activity.

24. Have trainees "brainstorm" considerations for designing a short-term plan.

25. After reading "Process II--Planning" (PREP Guide, pp. 46-58) have trainees: (a) define a short-term plan; (b) differentiate between short-term plan and a long-term plan; and (c) describe the purpose of a short-term plan.

26. Have trainees design two activities (one on each index card provided by trainer) that facilitates developing skills in more than one area. Trainees can choose from the following: (a) gross motor/language, (b) gross motor/cognitive, (c) gross motor/social, (d) fine motor/language, (e) fine motor/cognitive, (f) fine motor/social. In a large group, have trainees share their activities. (Collect one of the set for evaluation.)

27. Have trainees identify subtasks of designing a short-term plan.

28. Have trainees review the short-term plan (pages 61-62, PREP Guide) and identify information about detailed planning which ultimately aids implementation.

29. Have trainees critique the short-term plan (Activity 28) paying attention to (a) compatibility of plan and objectives; (b) amount of time spent in large and small groups; (c) association/use of skills, specifically climbing, pouring, and running, throughout the session; and (d) use of staff.

30. Have trainees provide a definition of a transitional activity, share definitions, and compare them with the definition found in Trainee Handout #4.

31. In a large group, have trainees discuss and give examples of how a transitional activity can be used to further reinforce skills in these areas: social, language, cognitive, and motor.

32. Have trainees break into 5-person groups to plan a transitional activity for a group of 3- to 4-year olds who are working on climbing and taking turns. Have each small group demonstrate or explain its transitional activity to the large group. (If acted out, one trainee may act as the leader while other trainees are the children.) (Note: /T/ indicates where transitional activities are required.) Examples: (a) Small group activity outside on playground equipment /T/ coming in for snack time; (b) Table time (small manipulatives) /T/ time to go outside to work on climbing.

33. Have trainees prepare a short-term plan for one day based upon the long-term plan outlined on page 53 of the PREP Guide. Have trainees: (a) write objectives; (b) select activities from the PREP Manual for teaching/reinforcing given skills; (c) design the physical environment; (d) plan transitional activities; (e) delegate responsibilities; and (f) schedule time.

34. Have trainees plan for children at beginning, intermediate, advanced levels.

35. As a group, have trainees develop a short-term plan for their own program which is based on the needs of their children.

36. Have trainees examine short-term plans of others and comment about clarity of objectives, selection of skills, methods for teaching/reinforcing, and structure of the environment. Return plans and revise them as necessary.

PERFORMANCE CRITERIA

1. Given the necessary prerequisite information, the trainee will develop a short-term PREP plan according to PREP guidelines.

2. The trainee will describe the purpose of a short-term plan.

Objective 4

Plans small group learning center

- 4:1 Describes purpose of small group learning center
- 4:2 Lists characteristics of small group learning centers
- 4:3 Gives examples of small group learning centers
- 4:4 Designs small group learning centers for a specific skill

LEARNING ACTIVITIES

Read:

37. PREP Implementation and Resource Guide, pp. 46-58.

Participate:

38. Given the following and using the PREP Manual, have trainees select motor skills, activities, songs, key words, and games to teach and reinforce learning.

> Number of children: 12
> Age: 3 to 4
> Results of Assessment: Beginning levels in most fine and gross motor skills. Four children have little or no expressive language; others have some receptive language. Most work well in small groups where distractions are decreased. Short attention span.

39. Have trainees review one fine motor and one gross motor skill from the PREP Manual. For each skill, have trainees differentiate among levels (beginning, intermediate, and advanced) and the level of difficulty of activities for each level. Ask trainees to also compare the language suggestions for each level (statements in parentheses) which follow each life experience activity.

40. Have trainees identify the equipment needed for a given life experience motor activity.

41. A. In groups of two, have trainees discuss the definition and purpose of a small group learning center.

B. Have each small group (using Trainee Handout #5: Learning Centers) discuss and list: (a) levels to be included; (b) skill areas to be emphasized; (c) grouping considerations; and (d) physical setting.

C. Have trainees reassemble in a large group to share and discuss definitions and considerations.

42. In groups of two or three, have trainees review the learning centers on page 67 of the PREP Guide and state: (a) what skills are being emphasized; (b) how large a space is required; and (c) how centers 1 - 3 could be modified to be held indoors (in the event of rain, physical limitation, etc.).

43. Have trainees observe preschool programs which use a small group learning center approach. Ask them to identify the objectives for the learning center, its strengths and weaknesses; and recommendations for modification/ improvement.

44. Have trainees describe the physical structure for learning centers detailed on page 66 of the PREP Guide. Ask them to identify equipment/materials needed for planning each center.

45. A. Have trainees break into groups of two or three and select a specific skill from the PREP Manual. Have them design a learning center which includes all three levels (beginning, intermediate, and advanced).

B. Have each group present its center to the others and provide a diagram of the center. Ask trainees to explain briefly how they would take children through the activities in the center.

C. Using the diagram of a learning center plan, have trainees discuss how the center's activities could be reinforced in a large group game or activity.

46. Have each trainee select a skill (other than the skill selected in Activity #45) and individually design a learning center, including a list of equipment to be gathered prior to implementing it. Have trainees draw a diagram showing how the center will be set up.

47. Have trainees implement the learning center designed in Activity #46. Implementation may take place in the trainees "at home" preschool programs or during the training workshop. In a large group discussion, have trainees share positive aspects of their learning centers and discuss any problems encountered implementing the center. Have them make revisions in their learning centers, if necessary.

48. Have trainees design two additional learning centers that teach or refine the skill selected in Activity #47.

49. Have trainees identify a large group activity to reinforce learning. Have them select one of the four learning centers outlined on page 65 of the PREP Guide and identify a large group activity to complement the skill addressed in the center.

50. Have trainees differentiate between activities which teach for specific behavior and those which reinforce behavior. Ask trainees to lable the following as either teaching steps (ts) for achieving a behavior or reinforcers (r) for a behavior:

- Making play dough. (r)
- Coloring with red crayons. (r)
- Review balance on one foot; have children hop while leader holds one or both hands; gradually withdraw support. (ts)
- Demonstrate walking and have child hold onto the hand of an adult. (ts)
- Game: "Follow the Snake" (see Game section--PREP Manual). (r)

51. Given the skill of jumping, have trainees design an activity which teaches the skill behavior and an activity which reinforces the skill.

PERFORMANCE CRITERIA

1. Given a specific skill area, the trainee will design a learning center which meets guidelines of the PREP Model and accommodates three levels of skill development.

2. Trainee will accurately critique a learning center design which is portrayed in the PREP Manual and be prepared to communicate this concept to fellow trainees.

TRAINER'S GUIDE

As stated in the introduction, this module is designed to assist trainees in developing skills needed to plan successful programs for preschool children. Prior to the training experience, trainees should be given the reading assignment from the PREP Implementation and Resource Guide. Evaluate trainees to determine their level of competency in planning. If they have not previously read pages 46-50 of the PREP Implementation and Resource Guide, ask them to review these pages in preparation for the learning activities. Duplicate Handouts prior to training.

Provide a brief overview of the planning module. The following outline may be used:

A. Introduction to module
B. Planning as a process for determining an action plan.
C. Planning based upon assessment data
D. Development of integrated long-term and short-term plans
E. Planning using the PREP materials

L.A. #4 (Objective 1)

This activity should involve all trainees. Some planning tasks are: identifying objectives; grouping children; determining the location of specific activities.

L.A. #5 (Objective 1)

The following is an example of the type of information to be covered in the discussion. Assessment data will aid in the development of goals and objectives as well as help in determining the focus of a program (motor, language, social). Strategies for determining goals and objectives include reviewing assessment data, reviewing goals and objectives of other programs, and interviewing parents of children enrolled in the program.

L.A. #11 (Objective 2)

Trainees are being asked to provide a written statement of definition, purpose, value, and content of a long-term plan. Examples of an appropriate response is "A long-term plan means developing a flexible outline for the full duration of the program. The purpose of a long-term plan is to identify far-reaching goals, as well as provide an overview of the skills to be presented."

L.A. #12 and #14 (Objective 2)

The short story and vacation activities are "light" experiences designed to help trainees begin thinking in terms of planning and to provide them with a personal rationale for the importance of designing long-term plans.

The following is an example of an appropriate response to L.A. #12: "You need to know where you are going so you don't get lost along the way."

For Activity #14, you should emphasize that long-term planning is a way of systematically outlining how to get from point A to point B. You should also state the practicality of long-term planning and the fact that a long-term plan is a flexible outline which is responsive to the needs of participants, staff, time, space, etc. Distribute Trainee Handout #2. Ask trainees to select one of the two vacation spots and complete the forms. In two groups (one for the seashore and one for the mountains) have trainees share their long-term plans and note on the reverse side of their original plan, suggestions or revisions (e.g., equipment, time consideration, accommodations).

L.A. #13 (Objective 2)

Examples of steps in designing a long-term plan would be: (1) identify the program content according to the assessed needs of participants--that is, participant assessment data are important for determining the general content of a program, and (2) establish program goals--that is, you need to know what your long-term goals are before being able to determine specific short-term objectives.

L.A. #15 (Objective 2)

Use Handout #2 to structure trainees' responses. Direct trainees to pages 1-13 and 50 in the PREP Guide.

L.A. #16 (Objective 2)

The focus should be on how to use the PREP Manual for planning as well as on preparing a long-term plan, For the former, you should prepare a content outline which includes:

Introduction to PREP Manual

1. Organization
2. Content
3. Skills: fine and gross
4. Skill format
   a. Goal
   b. Key words
   c. Language stimulation
   d. Games and reinforcement activities
   e. Equipment
   f. Levels
      - Beginning
      - Intermediate
      - Advanced
   g. Description of behaviors
   h. Performance objectives
   i. Life experience activities
   j. Illustrations

Newsprint may be used to describe the organization of each skill and identify the life experience activities used in planning. Describe the process of selecting life experience activities for children at their appropriate levels as determined by assessment data. Also point out the resource of information in the PREP Manual that would facilitate planning, i.e., games, songs, reinforcement activities, and water activities.

L.A. #17 (Objective 2)

Training associated with this activity should emphasize that this section provides an opportunity for trainees to pull together on paper in a more comprehensive manner much of the information about planning presented before. Point out that designing an integrated long-term plan takes practice and experience.

L.A. #26 (Objective 3)

An example of a gross motor/language activity would be climbing over and under familiar playground equipment.

L.A. #27 (Objective 3)

Subtasks of designing a short-term plan are: (a) identify objective, (b) identify equipment needs, (c) identify learning activities, (d) identify reinforcement activities, and (e) identify structure of environment.

L.A. #28 (Objective 3)

Examples of detailed information include: time, person responsible for set up, location, environment, and equipment needs. Have trainees also discuss whether this plan reflects integration.

L.A. #30 (Objective 3)

A definition of a transitional activity is: "An activity that facilitates movement from one activity to another, such as singing a song while cleaning up before going outside."

L.A. #31 (Objective 3)

An example of using a transitional activity to further reinforce skills is to involve children during cleanup in grasping (fine motor) blocks and putting them in a box (language). The overall activity serves not only as a transition to the next activity, but also reinforces skills and promotes individual or shared responsibility for helping the group move to the next activity.

L.A. #41 (Objective 3)

Part A: Appropriate written statements are: Definition: Indoor or outdoor spaces where 4-6 children learn or refine a skill.
Purpose: To facilitate learning at the level appropriate for one child or a group of children with similar performance.

You should give trainees Handout #5.

L.A. #45 (Objective 3)

Part C: Learning center activities could be reinforced in a large group game or activity by having children pour ingredients for cookies into a bowl and take turns pouring jello into small molds.

L.A. #49 (Objective 3)

Trainees should refer the PREP Manual for suggestions. An example of a large group activity that complements a specific skill conducted in a center is a running obstacle course (Learning Center III).

SUGGESTED TEST QUESTIONS

1. The PREP _____ is used for selecting teaching strategies and reinforcement activities.

2. The process of _____ involves teaching for specific behaviors as well as reinforcing those behaviors through participation in learning activities.

3. T F The strategy of preparing a plan to include an abundance of learning and reinforcement experiences is called "overplanning."

4. T F According to the PREP Model, the process of planning involves teaching for specific behaviors as well as reinforcing those behaviors through participation in activities.

5. T F During the process of planning, small group learning centers are planned for teaching specific behaviors.

6. T F During the process of planning, large group activities are used to reinforce learning.

7. T F Short-term plans are an expansion of the long-term plan.

8. T F A long-term plan is designed prior to a short-term plan.

Components of a long-term plan are:

9. T F Statement of the daily schedule

10. T F Specific learning centers

11. T F Weekly/monthly framework of activities

12. T F Specific short-term objectives to be worked on

13. T F General goals to be considered in planning

Matching

14. A plan which includes learning activities from two or more developmental areas.

15. A plan developed for an extended period of time.

16. A plan developed for a day or session.

17. Level of skill addressed in the PREP Manual.

18. Places or areas where children learn or refine a skill.

A. Weekly Plan
B. Integrated
C. Short-Term
D. Group Center
E. Beginning
F. Learning Center
G. Level I
H. Yearly Plan
I. Long-Term

Answer Key:

1. Manual
2. planning
3. T
4. T
5. T
6. T
7. T
8. T
9. F
10. F
11. T
12. F
13. T
14. B. Integrated
15. I. Long-term
16. C. Short-term
17. E. Beginning
18. F. Learning Center

TRAINEE HANDOUT #1: A Fable by Mager

One upon a time a Sea Horse gathered up his seven pieces of eight and cantered out to find his fortune. Before he had traveled very far he met an Eel, who said.

"Psst. Hey, bud. Where 'ya goin'?"

"I'm going out to find my fortune," replied the Sea Horse, proudly.

"You're in luck, " said the Eel, "For four pieces of eight you can have this speedy flipper, and then you'll be able to get there a lot faster."

"Gee, that's swell," said the Sea Horse, and paid the money and put on the flipper and slithered off at twice the speed. Soon he came upon a Sponge, who said,

"Psst. Hey, bud. Where 'ya goin'?"

"I'm going out to find my fortune," replied the Sea Horse.

"You're in luck," said the Sponge, "For a small fee I will let you have this jet-propelled scooter so that you will be able to travel a lot faster."

So the Sea Horse bought the scooter with his remaining money and went zooming thru the sea five times as fast. Soon he came upon a Shark, who said,

"Psst. Hey, bud. Where 'ya goin'?"

"I'm going to find my fortune," replied the Sea Horse.

"You're in luck. If you take this short cut," said the Shark, pointing to his open mouth, "you'll save yourself a lot of time."

"Gee, thanks," said the Sea Horse, and zoomed off into the interior of the Shark and was never heard from again.

NOTE: Trainer's copy will have Mager's Moral: "The moral of this fable is that if you're not sure where you're going, you're liable to end up someplace else.")

TRAINEE HANDOUT #2: Long-Term Plan Considerations

Physical	Program	Participants (Children)	Staff	Flexibility of Program Framework	Other
1. Where will the program be housed?	1. Activities need to be planned according to general sequences of development	1. Age range	1. Adult/ child ratio	1. Does it consider overall length of program?	

TRAINEE HANDOUT #3: Sample Long-Term Plan

Long-Term Program Goals:

1. To develop and improve the gross motor skills of pushing and pulling, throwing and catching.
2. To develop and improve the fine motor skills of hammering, pouring, and drawing.
3. To develop and improve expressive language.
4. To develop and improve socialization skills of sharing and taking turns.

Monday	Wednesday	Friday

TRAINEE HANDOUT #4: Transitional Activity

A transitional activity facilitiates the movement from one activity to another; it may also be used to reinforce skill development in one or more areas.

Transitional Activities as reinforcement for skill development (trainee examples):

TRAINEE HANDOUT #5: Learning Centers

Small Group Learning Center

Definition:

Purpose:

Levels to be included:

Skill areas to be emphasized:

Grouping considerations:

Physical settings:

MODULE 6: Implementation

Goals

1. The trainee will gain an understanding of the implementation process.
2. The trainee will gain the ability to implement a short-term plan.
3. The trainee will gain an understanding of the principles of managing children's behavior.

INTRODUCTION

After developing a short-term plan consistent with the philosophy and procedures of the PREP Model, the trainee is confronted with a critical stage in the process: implementing the Plan. Implementation involves using "life experience activities" for teaching and enhancing specific motor, language, cognitive and social development skills. The goal is clearly to move a child from one skill level to the next in a logical developmental sequence.

The purpose of the module is to give the trainee experience implementing enrichment programs for preschool handicapped children according to implementation strategies basic to the PREP Model:

- Grouping children for learning experiences appropriate to their level of skill development.

- Using small group learning centers for teaching specific motor, language, cognitive, and social skills and behaviors.

- Using large group activities for reinforcing specific skills and behaviors.

In addition, the Learning Activities highlight principles of child behavior management that lead to successful implementation of PREP programs. When the trainee completes this module, he or she will be able to implement a comprehensive, integrated short-term plan and will understand principles of behavior management and how they can be applied in actual learning situations with children.

This module is not a composite of all the strategies and procedures important to successful implementation of programs for young handicapped children. Trainees cannot be expected to assimilate all information about implementation in one brief session. Therefore, this module should be presented in stages as part of a staff development program. Trainees should also be encouraged to sharpen their implementation skills by attending workshops, doing coursework, and/or reading current literature.

Note: Because Learning Activities in this module are dependent upon learning accomplished in the preceding assessment and planning modules, trainees should successfully complete the work for those modules before beginning this one.

Objective 1

Understands process of implementation using PREP Model

1:1 Defines implementation
1:2 Identifies factors that facilitate implementation
1:3 Identifies characteristics of effective implementation
1:4 Recognizes problems associated with implementation

LEARNING ACTIVITIES

Read:

1. PREP Implementation and Resource Guide, pp. 10-13; 15-21; 59-73.

2. Trainee Handout #1: "Managing Behavior of Preschool Children."

View:

3. PREP Slide Show, 12 minutes, color. (Rental from NERAK Enterprises, 5042 Weaver Terrace, N.W., Washington, D.C. 20016.)

4. Filmstrip/Cassette Series: "Techniques for Behavior Management." Available from Teaching Resources, Inc.

Participate:

5. After reading pages 59-73 in the PREP Implementation and Resource Guide, have trainees develop a definition for the process of implementation. The following issues about implementation should be discussed in a full group.

- Processes which precede implementation
- Logistical factors which facilitate implementation
- Effect of overplanning on implementation
- Diagnosis of implementation problems: Why implementation strategies sometime fail.

Have group members prepare a summary of the discussion.

6. In small groups, have trainees identify qualities of a well-implemented preschool program taking into consideration:

- physical environment
- relationship between staff
- flexibility of implementation process
- active involvement of children (amount of on-task time)
- grouping styles
- learning centers
- learning experiences vs reinforcement activities

7. In small groups, ask trainees to task-analyze, in sequence, all steps to be completed prior to the arrival of children. As a guide, trainees should use the short-term plan developed in Module 5 or the short-term plan found on pages 61 and 62 of the PREP Implementation and Resource Guide.

PERFORMANCE CRITERIA

1. The trainee will correctly define implementation as used in the PREP Model.

2. The trainee will correctly identify the characteristics of effective implementation.

3. The trainee will accurately identify major factors that facilitate implementation and be prepared to defend his/her thoughts in group discussion.

4. The trainee will correctly identify three potential problems in the process of implementation.

Objective 2

Implements short-term plan

- 2:1 Locates needed materials and equipment
- 2:2 Organizes appropriate env.ronment for implementation
- 2:3 Provides for differing ability levels
- 2:4 Activates implementation plan

LEARNING ACTIVITIES

Read:

8. PREP Implementation and Resource Guide, pp. 10-13; 15-12; 59-73.

Participate:

9. In two groups (one group at a time), have trainees locate equipment and materials for implementing their short-term plan. They should complete all necessary preliminary steps prior to introduction of children--structuring the environment (setting boundaries, spaces for learning centers, etc.); preparing and placing equipment and materials, and outlining learning centers.

10. In small groups, have trainees implement a learning center which is included in their short-term plan. They should select the level(s) they prefer to address in the learning center, i.e., beginning, intermediate, or advanced.

11. Ask trainees to identify and demonstrate how to teach the skill of stringing to the following children:

a. Jennifer: highly distractible; throws objects when loses interest.
b. Kevin: lacks coordination in fine motor skills; has difficulty performing tasks requiring five-finger movements.
c. Beth: visually impaired at close range; poor receptive language skills.
d. Ken: good model; performs fine motor skills at advanced levels; has problems relating to peers. (See Trainee Handout #2: Structured Analysis of Short-term Implementation Plan.)

12. Have trainees practice grouping techniques by distinguishing three performance levels--beginning, intermediate, or advanced--of specific children. They should role play children and demonstrate their performance levels. The skill levels will be described briefly on cards worn by those role playing.

13. In small groups, have trainees implement short-term program plans. Each group should be assigned a specific section of the short-term program plan to implement (e.g., introduction, learning center, large group activity, etc.). Each group should, in turn, participate as implementors, observers, and role-play actors. Following each role-play sequence, the observers should discuss the strengths and weaknesses of the implementation process and offer alternative suggestions.

PERFORMANCE CRITERIA

1. Given prerequisite information contained in learning activities the trainee will prepare and activate a short-term plan.

Objective 3

Understands principles of behavior management in relation to the process of implementation

- 3:1 Describes process of reinforcing appropriate behavior
  - 3:1:1 Recognizes limits for behavior
  - 3:1:2 Describes use of positive reinforcement
  - 3:1:3 Recognizes results of positive reinforcement
- 3:2 Describes basic intervention procedures for managing behavior
  - 3:2:1 Identifies strategy for stopping an inappropriate behavior
  - 3:2:2 Identifies strategy for altering an inappropriate behavior

LEARNING ACTIVITIES

Read:

14. Trainee Handout #1: Managing Behavior of Preschool Children.

Participate:

15. Have trainees read "Learning Center 1" on page 69 of the PREP Implementation and Resource Guide. Given the situation that children lose interest after approximately five minutes in the center, have trainees identify strategies to maintain children's interest, keep them on task, and get them to continue working toward the desired behavior.

16. Have trainees listen to a lecture by the trainer and describe techniques and strategies for maintaining appropriate behavior.

17. Ask trainees to brainstorm inappropriate behaviors. Then, after moving into small groups, have then develop at least two strategies for dealing with each behavior identified in the brainstorm.

18. Have trainees observe an actual teaching situation. Working in pairs, they should identify and list the preventive strategies used. They should add other appropriate strategies to the list.

19. Ask trainees to describe typical behaviors on cards, after which they should sort the cards into categories which support control of these behaviors. The categories are to include: defining limits; planned ignoring; proximity control; redirecting the child; helping lessons; restructuring the lesson; and developing, stating, and enforcing a consequence.

20. Working in groups of four, have trainees play a game. (Use Trainee Handouts #3 and #4.) Specific behavior management strategies are listed on the gameboard. A player draws a card which describes a behavior and moves marker to the nearest appropriate strategy. The other players must agree or disagree with the move.

21. Have trainees analyze a lesson plan, noting in the margins limits for behavior, points at which inappropriate behavior could occur, and what the behavior might be. They should list appropriate strategies for dealing with the inappropriate behavior.

PERFORMANCE CRITERIA

1. Given a specific lesson plan prepared by the trainer, the trainee will accurately describe the limits of appropriate behavior during the lesson and will suggest at least three ways to reinforce children's appropriate behavior.

2. Given a specific situation by the trainer, the trainee will list at least five ways to alter and/or halt inappropriate behavior and will describe the process for developing, stating, and reinforcing consequences.

TRAINER'S GUIDE

The purpose of this module is to prepare trainees to implement PREP programs. The learning activities suggested are designed to give trainees opportunities to develop skills and techniques.

L.A. #3 (Objective 1)

Discuss specific questions about implementation of a PREP program after viewing the PREP Slide Show. The following questions are suggested.

- How is implementation defined in the PREP Model?
- How is the implementation of PREP programs different from other programs for young children?
- What areas of development are highlighted in the implementation of PREP?

L.A. #6 (Objective 1)

This discussion should generate such factors as: physical environment, attention span, safety, learning, individual needs of children, needs of staff, organizing the environment, reducing distractions, improving on-task time (amount of time children spend on a task), maximizing safety, enhancing learning of motor and associative skills. A quality of a well-implemented preschool program could be that space is provided in a small group learning center for one or several children to work on learning specific skills.

L.A. #11 (Objective 2)

Trainees should be encouraged to consider approaches to teaching that take into account an individual child's learning abilities. For example, a child like Ken (see the learning activity) should be presented a challenging motor task, such as stringing beads in a specified color order. He should also be encouraged to share and play with one adult and gradually with one and then more than one peer.

L.A. #12 (Objective 2)

This activity should be as realistic as possible. Trainees should be encouraged to identify and act out behaviors of the children. The following are examples of identities for role playing:

Joey: beginning level gross and fine motor skills; short attention span; little expressive language.

Susie: intermediate level gross motor skills; short attention span; beginning level fine motor skills; no expressive language; well-developed receptive language.

John: advanced level on gross motor skills; intermediate level on fine motor skills; needs little supervision.

Beth: beginning level on fine and gross motor skills; no expressive language; needs prompting to participate.

Tania: intermediate level on gross and fine motor skills; works well in small groups; poor expressive language.

L.A. #13 (Objective 2)

This activity will require developing a brief observation form. Discussion about the implementation activity should focus on what was observed and how the activity could be implemented in a different way. Care should be taken to prevent negative criticism of individuals.

Learning Activities on Behavior Management

The focus of the learning activities on behavior management is on the trainee's ability to determine appropriate limits for children's behavior during a learning activity and to identify and use appropriate strategies to establish and maintain these limits. It may be helpful to refer to Module 2 on Child Growth and Development to assure that these limits are within the developmental capabilities of the children.

It is important that trainees begin skill development in behavior management by obtaining a framework of strategies and techniques which may be used. (Suggest reading, lectures, and/or filmstrips.) Then help them apply the strategies to actual situations, which may be done in a two-step process: (1) recalling or identifying strategies when given descriptions of behavior and (2) using the strategies when working with children.

In summary, development of behavior management skills is a three-step process: (1) learning about available strategies and techniques; (2) recognizing which choices seem appropriate for particular behaviors; and (3) applying the options to actual situations with children.

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SUGGESTED TEST QUESTIONS

1. T F Implementation is the process of putting a short-term plan into action.

2. T F Overplanning has a negative effect on implementation.

3. T F "On-task time" refers to the amount of time a child spends in unstructured activities

4. T F Reduction of distraction is vital to implementation.

5. T F Learning centers are used in PREP for free play activities.

6. T F A major consideration in the implementation process is completing preliminary steps about design of the environment and placement of equipment and materials.

7. T F Transitions are used to teach a new skill within PREP.

8. T F Grouping of children for learning centers is basic to implementation of PREP.

Answer Key:

1. T
2. F
3. F
4. T
5. F
6. T
7. F
8. T

TRAINEE HANDOUT #1: Managing Behavior of Preschool Children

Teaching involves identifying what needs to be taught, knowing the steps to help the child develop skills, and managing behavior so that the child is able to go through the steps. There are two aspects of behavior management: (1) techniques for promoting and maintaining the desired or apropriate behavior and (2) strategies and techniques for intervening when inappropriate behavior occurs.

Defining Limits

To manage behavior, you must first identify the limits of appropriate behavior. This is done by looking at the lesson and deciding what behaviors are needed: Do the children need to be together as a group or work independently? Can they move about or must they remain in one place? How far can they go if they are allowed to move? Is talking or yelling or touching appropriate for the lesson?

Next, look at the children. If they are allowed to move about freely, are they likely to push or argue or to withdraw and do nothing? Do they do better if they have a particular space defined? Can they stop and listen to you if you allow them to make as much noise as they like? By matching the needs of the lesson and the needs and characteristics of the children, you can begin to define the limits of behavior. These limits must be clear and easy for children to understand.

Next, you need to communicate with the children and the other people who may be helping. You can use words to tell the children what the limits are; you can demonstrate or give examples of what is desired and not desired; and you can set and follow a routine in which specific behaviors are defined as appropriate for particular activities. Once they are established, the limits need to remain consistent.

As physical limits are defined, it is important for the leader to remove from the activity area appealing objects that will draw children away from the task. (For example, you would not want to teach a "thinking" game to small children when several balls or toys are within easy reach.)

Reinforcing Behavior

Once the limits for behavior have been established, it is important for you to reinforce the desired behaviors. You can do this by giving a clear and direct response after the occurence of the desired behavior. (For example, if the desired behavior is "to remain within a given square to bounce a ball," wait

until the child is in the square bouncing the ball and say: "I like the way you are bouncing the ball in the square. You were really listening.")

Positive reinforcement may take many forms as long as the response to the behavior is wanted by the child. For some children, the task itself may be reinforcing. Typically with young children the reinforcement is social -- verbal praise, pats on the back, handshakes, or hugs. With more difficult young children, reinforcement may be more material -- food treats, small toys, or special playtime.

Altering Behavior

Although identifying and defining limits and using positive reinforcement will promote and maintain appropriate behavior for most children in most situations, sometimes undesirable behaviors occur. When they do, you must decide whether it seems better to try to alter the behavior slightly to bring it within the limits or try to stop the behavior altogether. If the child is attempting in some way to do the assigned task, it is probably best to try to alter his or her behavior by using one or more of the following strategies or techniques.

Planned Ignoring

In some situations, you may decide to tolerate or not to notice a behavior because it reflects a developmental stage the child is going through or because it is relatively minor and will change when the situation changes. For example, in a game such as dodgeball, a four-year-old child might begin to suck his thumb as he waits for the ball to come to him. You may decide to ignore the thumb-sucking, expecting the child to free his hands when he sees the ball coming. You may also use planned ignoring if the child seems to be using a slightly inappropriate behavior to get adult attention.

Proximity Control

If a child is having difficulty controlling his or her behavior, you may help by standing or sitting near him or her or by having someone else do the same. The immediate presence of an adult provides a sense of protection and identification and frequently helps a child control his or her impulses. For example, while you are giving directions for an activity, a child begins to talk to another child. You may move slowly around the group, continue to give the directions and stand by the child who was having difficulty.

Redirecting the Child

If a child is not participating appropriately in an activity he or she may not have understood the activity or the limits of behavior. You may redirect

the child into the activity by asking him or her to show you what he or she should be doing and by correcting or reteaching the activity as needed.

Helping Lessons

Sometimes children have difficulty doing a particular lesson. Some will continue to try, but many will stop working because they don't know what to do next and will begin some inappropriate behavior. You may be able to get children back on task by helping them work through the activity at the point at which they were having trouble. For example, a four-year-old is practicing a climb over a 4 foot ladder. He stops when he gets to the top rung and begins screaming. You can move to help him plan his foot movement to cross over the top. As he does it, move away to let him descend the ladder alone.

Restructuring the Lesson

When working with small children, you need to be flexible and sensitive to their needs and concerns. In some situations you may have to abandon or modify a lesson plan. For example, during a ball-rolling activity, the guinea pig from the next class gets loose and comes running into the room. The children run about yelling until the animal is caught and returned to its cage. It will probably be necessary for you to deal with the children's questions about how the guinea pig got out and why it won't get out again, before you resume the ball-rolling activity.

In another example, restructuring may apply to a particular child's needs. Jeff wears a leg brace and is having difficulty using his legs to push himself on the scooter board. You modify the lesson for him so that he pushes with one leg and one hand.

Stopping Behavior

In some instances a child's behavior may be so extreme, inappropriate, or contagious that you decide to stop it altogether. Do this by developing, stating, and enforcing consequences.

Some children will find pleasure continuing inappropriate behavior if there is no consequence. To develop a consequence for a behavior, consider the following issues: How practical is the consequence to carry out? Is the consequence related to the behavior violation? Is the consequence fair and reasonable for the act? How will this consequence help the child learn?

For example, the children are playing a tag game; two of the children begin screaming. You know you need to stop the screaming because soon all of the children will start doing it. You ask the children not to scream, but they do not stop. Therefore, you need to develop a consequence. You could send the children out of the room, but that is too extreme. You could have them sit on the side until the tag game is over, but that may not help them learn to play

tag without screaming. You finally decide to have them sit out for two minutes and then rejoin the game.

Once a consequence is determined, you should tell it to the child or children. If the child does not have language problems, you can use a simple statement: "If you continue to scream, then I will have to ask you to sit out for two minutes." If the child has language problems, you can demonstrate the consequence using as few words as possible. If you are unsure whether or not the child understands the consequences, you may give him a second chance and repeat the consequence.

Once a consequence is stated it must be enforced if the behavior continues. You should do it immediately, in a matter-of-fact manner, and with absolute consistency. In the example above, you would say: "Mary, you are screaming; sit on the side and I'll time your two minutes." Consequences should be enforced with as little emotional involvement as possible so that it remains clear to the child that the consequence results from the behavior and is not a result of your anger.

Summary

In summary, behavior management of children requires planning and careful action on your part. Before the lesson begins, identify the limits for behavior. During the lesson, define them clearly for the children. Help children to stay within the limits by using positive reinforcement for appropriate behavior and strategies to help the child develop more appropriate behavior. Finally, if a behavior needs to be stopped, develop, state, and enforce consequences for the inappropriate behavior.

TRAINEE HANDOUT #2: Structured Analysis of a Short-Term Implementation Plan

Child's Name _____

Assessment Area	Developmental Level (Beg., Inter., Adv.)	Long-Term Goal	Short-Term Goal	Strategy for Implementation	Teaching Style for this Child

TRAINEE HANDOUT #3
Board Game
(overleaf)

START

IGNORE	HELP the Child through the lesson	Change the task
Redirect the child by _____	State the consequences "If . . ., then . . ."	Enforce the consequences
Use proximity control		
IGNORE	Enforce the consequences by _____	Define the limits as _____

TRAINEE HANDOUT #4: Game Cards (samples)
(There should be a total of 40 cards)

Johnny is pushing the child in front of him in line.	Heather sucks her thumb while you are explaining what to do.
Mary climbs to the top of the ladder and begins to cry.	Ralph begins to hit the child next to him.
Michael runs away from the group and begins to play in another corner.	Jean sits holding the ball instead of bouncing it.
Mike flaps his hands while hopping.	Tammy runs away from the group for the third time.

Praise the children doing the activity correctly saying "..."	Explain the lesson to the child again	Move closer to the child	State the consequences "If . . ., then . . ."
Enforce the consequences	IGNORE	Use proximity control	

MODULE 7: Evaluation

Goals

1. The trainee will gain an understanding of evaluation terminology used in the PREP Model.
2. The trainee will gain an understanding of the process and procedures of evaluation.
3. The trainee will implement a formative evaluation plan using the PREP Model.

INTRODUCTION

The purpose of this module is two fold: (1) to insure that the trainees understand the reasons for evaluating recreation programs for preschool children and (2) to assist them develop the requisite skills for conducting accurate program evaluation. The focus is on identifying types of evaluation strategies and styles as well as specific steps to be followed in the evaluation of ongoing programs for preschool children. Emphasis will be placed on specific evaluation tools and strategies to be used in programs based on the PREP Model and contained in the PREP Implementation and Resource Guide.

Evaluation procedures aid in determining whether a program is meeting the needs of the participants (or to what degree specific, stated goals and objec-

tives are being met. Prior to beginning this module, trainees should have an understanding of assessment as outlined in Module III and the skills needed to write goals and objectives addressed in Module IV.

It is expected that the trainee will be able to discuss reasons for evaluating recreation programs for preschool children; to explain the differences between formative and summative evaluation procedures; and to use the evaluation instruments contained in the PREP Implementation and Resource Guide, as well as alternative procedures to evaluate an ongoing recreation program.

Objective 1

Understands process of evaluation using PREP Model

- 1:1 Explains purpose of evaluating (PREP) recreation programs serving preschool children
- 1:2 Identifies types of evaluation used in recreation programs serving preschool children
  - 1:2:1 Describes purpose of formative evaluation
  - 1:2:2 Describes purpose of summative evaluation
- 1:3 Identifies strategies for conducting evaluation of recreation programs serving preschool children
  - 1:3:1 Describes use of PREP Evaluation Instruments
  - 1:3:2 Describes alternative method

LEARNING ACTIVITIES

Read:

1. PREP Implementation and Resource Guide, p. 73; Figure 10, p. 74.

2. PREP Implementation and Resource Guide; Appendices D-F.

3. "Program Evaluation," Module 7 Handout.

Participate:

4. Have trainees review the material on evaluation in the Implementation and Resource Guide and the sample forms found in the Appendices and discuss with colleagues the importance of evaluation in recreation programs for preschool children. Discussion should include:

- When evaluation should take place.
- The role of staff in conducting evaluation.
- Benefits of program evaluation for staff, participants, parents, program administrators, others.

5. As a group, have trainees "brainstorm" ideas for formative and summative evaluation.

6. Have trainees review Handout #1 on Program Evaluation and discuss formative and summative evaluation processes as they relate to recreation programs for preschool children.

7. Have trainees review the PREP Evaluation Instruments contained in the Appendices D-F of the PREP Implementation and Resource Guide and describe:

- Its possible use in formative evaluation.
- Its possible use in summative evaluation.
- The type of information yielded by the instrument.
- The usefulness of the information yielded by the instrument.

PERFORMANCE CRITERIA

1. The trainee will be able to write a brief definition of both formative and summative evaluation. The definitions should include the relationship of both types of evaluation to each other and their use in recreation programs for preschool children.

2. The trainee will be prepared to give at least one example of a PREP Evaluation Instrument used in formative evaluation and one used in summative evaluation and will explain in group discussion how the PREP Skill Assessment Forms can be used in both formative and summative evaluation processes.

Objective 2

Conducts formative program evaluation

2:1 Defines what is to be evaluated
2:2 Selects an evaluation instrument
2:3 Implements a formative evaluation plan
2:4 Compares data gathered during process
2:5 Selects pertinent information from evaluation data
2:6 Identifies areas for program modification based on evaluation data analysis

LEARNING ACTIVITIES

Read:

8. PREP Implementation and Resource Guide, p. 73; Figure 10, p. 74.

9. PREP Implementation and Resource Guide, Appendices D-F.

10. "Program Evaluation," Module 7 Handout.

Participate:

11. In small groups, have trainees discuss the procedures for implementing formative evaluation in programs based on the PREP Model using evaluation forms contained in Appendices D-F of PREP Implementation and Resource Guide.

12. Have trainees use the PREP Impact Observation Sheet to observe a program based on the PREP Model and make recommendations for program modifications based on the observations made.

13. Have trainees develop sample evaluation plans for a recreation program for preschool children. The plan should include:

- Who will evaluate.
- What will be evaluated.
- What evaluation methods/instruments will be used.
- When the evaluation will take place.

PERFORMANCE CRITERIA

1. Given an outline of a hypothetical preschool program, the trainee will be able to correctly identify crucial components of a formative evaluation plan based on the PREP Model.

2. Given a sample short-term plan, PREP Skill Assessment Sheets, and impact observation forms for a hypothetical program based on the PREP Model, the trainee will be able to evaluate the data and make recommendations for program modifications. (NOTE: Prerequisite forms should be developed and completed by the trainer. See Trainer's Guide for this module.)

TRAINER'S GUIDE

The focus of Objective 1 is on the trainer's ability to understand the process of evaluation: the major components in program evaluation and the rationale for conducting evaluations. Objective 1 provides the prerequisite knowledge for Objective 2, but does not involve actual use of evaluation instruments.

To aid trainees in mastering Objective 1, trainers should encourage them to read the handout and the suggested pages in the PREP Implementation and Resource Guide. Learning Activities focus on discussion so that the trainees can share ideas on evaluation and strengthen their perceptions of the need for and processes involved in evaluation. Discussion can be conducted in large or small groups, depending on the number of trainees involved.

In objective 2, the trainee builds on the knowledge gained in Objective 1 and demonstrates the ability to conduct a formative evaluation procedure. The Learning Activities are centered on a realistic development of useable evaluation plans and instruments. The activities would be most effective if conducted in small groups or in pairs.

If possible, the trainees should be given the opportunity to develop evaluation instruments and to use them to evaluate an ongoing program based on the PREP Model.

SUPPLEMENTARY READINGS

Leisure Information Service. 1976. A Systems Model for Developing a Leisure Education Program for Handicapped Children and Youth (K-12). Washington, D.C.: Hawkins and Associates, Inc.

Williams, Martha. 1978. Educational Manager's Guide to Project Evaluation. Andover, Maine: The NETWORK.

Yavorsky, Diane. 1977. Discrepancy Evaluation, A Practitioner's Guide. University of Virginia: Evaluation Research Center.

SUGGESTED TEST QUESTIONS

1. According to the evaluation handout, the purpose of evaluating recreation programs serving preschool children is _____

_____

2. Differentiate between formative and summative evaluation by completing the following chart:

	Purpose	When Conducted
Formative		
Summative		

3. Indicate which of the PREP forms listed below can be used as a part of formative and/or summative evaluation by placing a (X) on the appropriate line.

Formative	Summative	
_____	_____	PREP Skill Assessment Sheet
_____	_____	Child Gain Form
_____	_____	Impact Observation Form 1
_____	_____	Impact Observation Form 2
_____	_____	Parent Evaluation of PREP

Answer Key:

1. • To gather and classify information about the characteristics of participants in the program.

   • To provide staff with objective assessment procedures to help them make the best use of program materials.

   • To provide staff and agency administrative personnel with feedback about the program.

2. Formative

   purpose - to obtain necessary information for improving products or processes as they are being developed.

   when conducted - ongoing during development and implementation of program

   Summative

   purpose - assess outcomes or results of a given activity

   when conducted - after a program is completed

3. Formative
   Formative
   Formative
   Formative
   Summative

TRAINEE HANDOUT #1: Program Evaluation

This information has been adapted from A Systems Model for Developing a Leisure Education Program for Handicapped Children and Youth (K-12) (1976) for use in developing a rationale for the evaluation of recreation programs for preschool children.)

General

Evaluation can become an unwieldy and disruptive process if it is not planned effectively. When program staff have no direct involvement in the evaluation planning and do not fully understand the evaluation process, then results are not likely to meet their needs.

An evaluation planning procedures should be established in the beginning planning stages of the overall recreation program. It provides a method of accountability for all procedures within a program, indicates success and failure, and clarifies and assesses strengths and weaknesses in the system. It is also a procedure whereby data are collected and analyzed to determine the degree to which pre-set goals have been achieved (Singer, 1976). This handout outlines the following: objectives and functions of evaluation; evaluation questions; justification for evaluation; and one sample evaluation model.

Objectives and Functions of Evaluation

The process of evaluation as it is used in recreation programs, including those for preschool children, has as objectives:

- To gather and classify information about the characteristics of participants in the program.
- To provide staff with objective assessment procedures to help them make the best use of program materials.
- To provide staff and agency administrative personnel with feedback about the program.

It is generally recognized that there are two stages of program evaluation.

- Formative evaluation is conducted to obtain information necessary to improve products or processes as they are being developed or conducted, respectively. This type of evaluation is ongoing during the development and implementation stages of the project. Formative evaluation provides a continuous "monitoring system" that produces information upon which to make in-course program modifications and improvements. Such feedback is recommended on a planned basis and is used as soon as possible to modify the program.

Evaluation Questions

Basic questions asked by evaluators include:

- What are the program's objectives and goals?
  This would encompass: rationale for the program -- its primary purpose; participants/users of the program; delimitation (constraints) on evaluation activities; types of data to be collected; and criteria or standards of the program.
- How is the project to be evaluated? What tools are to be utilized?
- What does the program intend to do with the information gathered through the evaluation processes?

Justification for Evaluation

Evaluation is concerned not only with the most obvious questions about the program -- Have we accomplished what we wanted to accomplish? -- but also with the more subtle aspects of the program design. These include (Mayer, 1975):

- Predicting outcomes of a program.
- Generating change in a program.
- Recognizing failures and successes in a program.
- Accounting (Have we taught what we want to teach?).
- Interpreting the overall effectiveness of the program.

Evaluation plays a vital part in establishing:

- Goals and objectives prior to the initiation of the program which determine which standards or criteria are to be met.
- Components to carry out the stated objectives.
- Tools to evaluate effectiveness in meeting established goals and objectives.

Evaluation Models -- The Discrepancy Evaluation Model

Numerous well-tested evaluation models exist which carry out the functions of formative evaluation. Each emphasizes different methods of evaluation and each is geared toward a stage or component of the program. A summary of one model, the Discrepancy Evaluation Model, follows as an illustration of program evaluation.

A major purpose of evaluation is to obtain enough information about the operation of new programs to change and improve them in the early stages of planning and installation. Obviously, the long-run effectiveness of programs at all levels will depend upon adequacy of management, fidelity to program design, and soundness of program design.

Because of the time required to develop new programs, a second purpose of evaluation is to make early predictions about a program's eventual success or failure and to use these estimates as the basis for terminating high failure or risk programs.

Evaluation at its simplest level is the comparison of performance (P) against standard (S):

S------P
Discrepancy

The difference between standard and performance (S-P) is the discrepancy. Discrepancy information reveals the extent to which hopes, fantasies, or beliefs remain unrealized and indicates whether action is necessary.

Evaluation requires the continuous collection of information about a program's standard at various stages in the program's development and about performance relative to that standard. The discrepancy between performance and standard constitutes valuable feedback for program change and improvement.

A standard (S) consists of more than just program goals or expected student performance. It covers what teachers and other staff plan to do to help participants learn and what resources will be used, and it includes a comprehensive description of resources, processes, and changes in targets or recipients of the program. In essence, a standard is a set of complex expectations.

Performance (P) consists of what actually occurs. It requires collecting information on each part of the complex standard. Were the resources identified initially actually secured? Were staff members engaged in the instructional processes they anticipated? Were students or other program recipients changed as extected?

The standard for the evaluation of a program is derived from the program design or plan of action; it is always unique to a particular program. Program design is the basis for program evaluation. A program must be designed (input, process, and output) to meet a particular standard and to conform to certain specifications, which establish the basis for insuring the adequacy of the program design; that is, discrepancy evaluation provides general criteria for determining whether a program design can be used as a standard for evaluation. Once the design is judged adequate for use as a standard, it will be used repeatedly as a touchstone of performance and will, itself, be subject to a continuous revision.

To determine differences between performance and standards, it is necessary to evaluate a program on three different levels: (1) input, (2) process, and (3) output. Input evaluation seeks to determine whether or not the program has been installed according to plan--whether necessary resources are available; whether individuals involved have the basic skills and competencies needed; whether outside variables which may influence the effectiveness of the program's processes have been taken into account.

The next step, process evaluation, focuses on the effectiveness and appropriateness of the various events of a given program. Processes are those activities which turn inputs into outputs: classroom instruction; training

workshops; use of newly designed curriculum materials; or planned program activities.

Input and process evaluation are primarily formative. They allow changes to be made as discrepancies are discovered between actual circumstances and the standards which have been set. Output evaluation, on the other hand, is summative in nature. It seeks to measure the impact of a program, the changes in the input achieved by the process. It can evaluate the usefulness and feasibility of materials, changes in the competencies of individuals attending training programs, or the impact of newly developed programs on the participants they service.

Throughout the evaluation, some indicator of performance is obtained and compared with the standard that defines performance expectation. Any discrepancies between performance and standard are reported to the program staff.

The importance of discrepancy evaluation is that it uses discrepancy information as feedback to staff and is a powerful tool for insuring staff involvement in program improvement. Discrepancy information forces decision-makers to make a critical choice: They must being the performance up to the standard or they must change the standard.

The discrepancy evaluation model involved all relevant people in the design and continual modification of a program. It maintains that the best way to improve the program is through the experience of the program staff. Other aspects of the discrepancy evaluation model are that (1) it facilitates management decisions based on program experience; (2) the evaluator and administrator are interdependent; and (3) the evaluator acts as the watchdog of the program standard and is responsible for insuring that the standard vs performance comparison is actually made and any resultant discrepancy information is reported to the staff.

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CHAPTER 3: Training

I. WHAT IS TRAINING

If you are reading this Handbook, you are probably preparing to train people to plan, implement, and evaluate PREP programs. As a trainer, you will be helping some persons to improve performance on the job and others to work in new positions. In either case, you will be in a position to facilitate learning and its transfer to the work setting and help trainees discover new ways to apply skills and information.

Types of Training

You may find yourself involved in a variety of training situations. Pre-service programs--preparing individuals to enter a position--may take a variety of forms, including college or professional school education and an extended orientation program conducted by the employer. Frequently, personnel want to improve performance and/or keep abreast of technology and techniques after they have been working for a period of time. On-the-job training (OJT) offers numerous possibilities.

On-the-job training occurs in the work setting; the employee gets a feel for actual conditions and requirements and improves performance while carrying out responsibilities. In-service programs might include staff meetings, special lectures, demonstrations, and audiovisual presentations. Also, personnel may be given release time to attend workshops or make site visits.

Sometimes training is a "one-time" event (i.e., guest lecturer on motor development) or a series of activities (i.e., for building proficiency in evaluating motor performance levels). Often training is provided in one session of a few hours. On some occasions a 1- or 2-day program might be called.

There is no best approach; what to teach and how to implement training depends upon individual circumstances. This chapter addresses some of the factors to consider when making decisions about training, especially group training in a workshop setting.

Competency-Based Instruction (CBI)

A basic principle followed in these materials is that competencies are defined in relationship to actual work tasks. The trainee demonstrates his or her abilty to do a job (as represented by competency statements). A system exists for organizing material and presenting it logically and concisely. An accountability for learning greater than that found in traditional instruction is shared by trainee and trainer. (However, the ultimate responsibility for learning rests with the trainee. The trainer serves as a facilitator, who assists the trainee in identifying appropriate learning activities and creating a self-styled way of achieving goals and objectives.)

The CBI curriculum is humanistic and person-centered. Individual differences are accommodated by providing alternate paths for learning, and schedules are flexible and based on individual needs. The pace is variable; how fast things progress may be determined by the trainee, and/or trainer and trainee, and/or trainer and group.

One of the most important aspects of CBI is the attention given to individualized learning. A well-designed, varied program of experiences extends over different periods of time. The trainee knows at the beginning what is to be learned and that there is a continuing system for evaluating competency attainment.

This approach differs from traditional instruction in many ways, the most obvious of which are the trainee-centered focus and the lack of fixed rules on when, where, and within what time frame learning is to take place. Self-contained modules form the foundation of the system and serve as the trainee's "map" for learning.

Modules and PREP Training

The PREP "Trainer's Kit" includes the PREP Handbook, Implementation and Resource Guide, and Manual. This Handbook helps in planning, implementting, and evaluating the training effort. It also contains the modules that present desired competencies for implementing a PREP program for preschool handicapped children, suggested training activities, and specialized resources. The Manual and Guide provide the content. The trainer's knowledge and experience complete the ingredients for training.

Training Realities

The competency-based approach to instruction is an ideal system based upon a well-developed theory about how people learn. Sometimes the constraints imposed by an agency or organization make it difficult to implement CBI in its ideal form. Circumstances may prevent a trainer from following CBI exactly, particularly in relation to open-ended time for learning, highly individualized programming, and breadth of activities. However, effective ways of working within limitations can be developed. Following the guidelines in this Handbook will help you develop a solid understanding of PREP and the PREP materials.

II. THE TRAINER

Effective trainers are sensitive to human needs, understand human behavior, plan well, and work creatively with individuals and groups.

Technical Skills

To facilitate the trainees' learning experiences, a basic understanding is needed of the PREP Model and its content and processes. Also required are the ability to assess trainee needs, plan relevant activities, implement meaningful experiences, and evaluate what has occurred. These are technical skills.

Conceptual SKills

Conceptual skills enable the trainer to see how different elements in an individualized learning program relate to each other and to the goals and objectives upon which the program is based. Understanding how things fit together will facilitate a trainee's task of balancing, sequencing, and creating activities. A trainer's ability to organize and present structured learning activities affects how well trainees learn.

Roles and Responsibilities

A trainer may have changing roles and responsibilities. While reading the sections that follow, keep in mind that a good deal of the discussion relates to being a trainer in planned, structured, group training events. Most agency and institution administrators view training in this way, and there may be only a limited period of time in which to assist many trainees.

In this context, the trainer assumes a leadership position, planning and conducting the learning activities and delegating responsibility to staff and trainees if appropriate. He or she also acts as a facilitator. The trainer usually oversees trainee assessment, program planning, implementation, evaluation, and other tasks associated with group training. He or she keeps track of what should be done when. A master schedule can be used as a coordinating device to keep everyone on target. It lists each staff person's name, the tasks (e.g., checking equipment, introducing a guest speaker), the times, the locations, the equipment/materials needed, and other important details.

In an individualized learning approach, the trainer acts as a facilitator, working with individual trainees to determine what needs to be learned and the most effective way in which to learn it. The trainee understands that he or she is responsible for reaching the desired level of competence.

III. THE TRAINEES

A PREP trainer generally encounters a diverse group of trainees. Working with and facilitating experiences for parents, student volunteers, administrators, educators, and recreation personnel is challenging. A variety of backgrounds, needs, skills, levels of readiness, and motivations must be considered. It is possible to help trainees devise individualized training programs by assessing their needs and finding out what they would like to achieve. (See the information on assessment in section V of this chapter.)

Even when facing a "mix" of people, there are options for meeting individual needs. Advance information can be provided for people to read, with questions to answer to test learning. Preliminary training materials can be distributed to part of the group to bring skill level and knowledge to a relatively equal level within the total group. For certain activities people can be grouped according to specific variables, e.g., work setting (school, recreation center) or extent of experience working with handicapped children.

Trainee Motivation

Generally people involved in planning a program to meet their own needs are more likely to respond favorably and have positive motivation to learn than those required to attend and take whatever is presented. Commitment to a training program depends to a large degree upon whether a trainee perceives it to be relevant. The better each trainee understands the learning goals and the options available, the better he or she will be able to create a viable learning plan. If structured group activities are well presented and well planned, their appropriateness should be evident.

The section on Training Environments presents additional factors that foster involvement. A trainer's initial responsibility is to build in motivational factors. One way is to help trainees develop learning activities that respond to "real life" situations, the types of situations they will encounter when they actually implement PREP programs. Planning according to trainee assessment data is critical in developing both group training and individualized learning activities.

Resistance

To some degree, most of us resist change. We may fear new ideas and ways of looking at things and are often anxious about being a learner. We may distrust training leadership or go to the other extreme of accepting everything without question.

Look for ways to help individuals be open to new concepts and skills, evaluate them, and relate them to their work environment. Create circumstances in which trainees are receptive and active participants in learning.

People like to know what is going on relative to their participation. Let trainees know expectations ahead of time, especially in group training experiences. If the agenda and strategy are known, there will probably be less resistance. Provide trainees with answers to the following questions:

- What is the training about? (goals, objectives)
- What is going to happen to me? How will I be involved?
- Who are the other trainees? What are they like? How are we alike?
- Who are the trainers? What is their background?
- What is expected of me?
- Will I be evaluated? How?
- Will my supervisor know how I've performed?

(Please Note: The sections that follow on training environments, the training program, concluding the training experience, and special concerns focus primarily on planned, structured group training situations. It is anticipated that considerable training of PREP implementors will, out of necessity, be carried out in group settings. Concerns related to your role as facilitator/trainer in one-on-one contacts with trainees are generally addressed at the end of each section. Hopefully, providing training in line with CBI guidelines will become more feasible as trainers accumulate experience and evolve workable approaches in different situations.)

IV. TRAINING ENVIRONMENTS

People are affected by what is around them, the people they are with, and the work they have to do. A trainer can do alot to create circumstances that help people learn.

Physical Environment

Trainees react to temperature, lighting, chair arrangements, room size and set-up, sounds, location of restrooms and telephones, and what they eat--all aspects of the physical environment. Each trainee responds differently to different aspects of the physical surroundings. Although the trainer cannot meet all needs, he or she can take time to respond to human needs.

Most people learn best and make the greatest contribution when they can channel their energy and attention to the activity. If they have to strain

to hear or see, if they are distracted by other groups, if they are bothered by smoke...chances are they will miss part of the experience. If able to select the location for group training, pick one that meets as many needs as possible. If using your office or space assigned to you, try to modify arrangements as well as possible using the following guidelines.

- Lighting: windows for natural light if possible; artificial light that is even throughout the room, soft on the eyes.
- Temperature: accessible temperature control; avoid extremes.
- Air circulation: windows that open, if possible; constant air circulation; prohibit smoking in work areas.
- Electrical outlets: well positioned for projectors, audio-visual equipment, etc.
- Wall space: adequate for newsprint, other training aids and materials.
- Access for disabled persons: ramps, elevators, restrooms, and meeting areas to accommodate wheelchairs, etc.
- Space appropriate for activities: separate work areas for small groups (as sound-proof as possible); adequate space for large group activities. (Note: Do not use a large auditorium for a small group of people; empty chairs and lots of space between people create a sense of isolation.)
- Basic needs: nearby restrooms, water fountain, telephones, lounge area, "snacks."
- Chair arrangements: support communication and interaction by having chairs face each other or arrange in a circle within speaking distance; position speaker, demonstration, etc. so all can see and hear.
- Food service: provide for people's special dietary needs as possible. If people are on their own for meals, provide a list of nearby restaurants and allow sufficient time for eating and relaxing.

Human Environment

The emotional atmosphere in a group training situation affects how trainees feel and react to the instructional program. People try new things, become involved, and reveal their feelings to the extent they feel secure, supported, and respected. The human environment also influences how people interact with the trainer and other trainees. There are a variety of things you can do as a planner and trainer to create a positive, hospitable human environment to support learning in a group.

- From the very first contact with participants, set a tone of interest, respect, and concern.

- Orient participants to the program, the people, and the place. Let the people know what is going to happen during the training experience. Provide guidelines and clear instructions.

- Keep people informed of changes in schedule and activities. At the end of each program segment, provide a transition to the next event by letting people know where to go next, what is coming up, who will be involved in the activity, and the time period.

- Take time to let people get to know each other at the beginning of the training period. Include some exercises to "break the ice." People like to know who their colleagues are and what they have in common. Avoid using job titles and status labels; focus on human qualities and interests. This approach helps create a sense of equality and sharing that promotes cooperation and collaboration.

- Recognize individual differences in learning style and rate, trainee background, need for guidance, etc. Try to be alert to people who seem to be experiencing frustration or confusion.

- Encourage people to ask questions, make comments, and give feedback. Set aside time at the end of each activity for this purpose and/or schedule a period for sharing.

- When the group comes back together after being apart, give people an opportunity to re-establish contact with each other. Be sensitive to significant changes in emotional climate.

- Pay attention to and rspect people's needs, problems, and questions. Be honest in your reactions and responses. Acknowledge that you do not know something and offer to find answers. Try to be open and non-defensive.

- Practice active listening. Listen to the words and feelings underlying the words. If you sense a conflict or strong emotional level in someone, try to work out the situation with that person outside the group.

- Be aware of alliances and sub-groups that might be brought to the training sessions if trainees work together on a day-to-day basis. Often co-workers are reluctant to participate freely if they have to return to a work situation with group members.

- If there will be an interval between one training session and the next (e.g., several weeks between staff in-service sessions), develop a way of keeping in contact with participants. This technique helps maintain continuity and interest.

- If working with other trainers and/or resource persons, establish procedures to help conduct the program smoothly. For instance, keep a master

schedule and be certain each trainer and staff person knows his or her responsibilities. Get together frequently to evaluate what has happened, do additional planning, or work out disagreements or uncertainties. Show respect for each other if routine differences occur in the training situation.

- Pay atttention to authority/leadership issues that arise within the training setting. Some trainees will be overly dependent, others will resist authority, and still others will be cooperative as well as independent as appropriate. Try to help achieve the latter.

- Offer praise and encouragement throughout the program. Participants need to know when they are making progress. When you provide criticism, be clear and constructive.

Learning Environment

Both the physical and human elements influence the group learning environment.

In group situations, learning environment concerns include the plan, content, activities, sequence, directions, etc.

- Follow the steps for planning and implementing a group training effort explained in other sections of this chapter and in the module on writing objectives. Taking time to plan before the training activity or activities saves considerable time and alleviates problems later.

- Instructions and directions should precede an activity or transition between activites. Make certain that everyone understands what is expected and what his or her role is, as well as yours.

- Keep things flowing smoothly. Staff should be well prepared and ready for their next tasks.

- Provide adequate time to accomplish an activity, to move from one thing to another, to be alone, to socialize and to take breaks. Don't overload people with information or tasks. Keep in mind the fatigue factor; people need to be alert to learn. Schedule free time and add additional time if warranted by the group's behavior.

- Many people learn best by discovery, by being actively involved in a task. Try to achieve a good combination of experiential activities and information (didactic) activities. Allow for variations in learning rate, learning style, abilities, and other factors. Provide a variety of activities for people who learn best by seeing (slides, demonstrations), hearing (lectures, discussions), and doing (role playing, simulations). Also vary the focus of learning: thinking, feeling, skill-building. Combine passive and active tasks; individual and group activities; and periods to share feelings and ideas, to bring different learnings together, and to end a training experience.

- Help trainees assume responsibility for their own learning. Provide incentives for achievement. Accept mistakes and uncertainty as natural aspects of learning.

- Be flexible; revise your agenda as necessary. Don't hurry along just to keep on schedule. People may resist the program if they feel their needs are being overlooked.

- Keep instructional materials simple and easy to use. Provide them at the appropriate time.

- Include opportunities to practice skills and apply information to situtations similar to the setting in which PREP activities will be conducted.

- If people are participating in learning activities on their own over an extended period of time, make certain that they fully understand what they are doing, have all of the materials they need (or know where to get them), and know what is expected of them.

Establishing a Supportive Learning Environment

- One way to create a supportive learning environment is to let trainees know what types of behavior you hope will emerge during the training experience.

- Encourage the use of feedback (exchange and discussion of reactions and observations about behavior) as a way of learning.

- Accept experimental behavior; that is, encourage participants to do or say something even when they are unsure or wary of making a mistake.

- Reward interaction and collaboration as means of learning and growing.

- Demonstrate that people are important, that each participant's contribution is important and should be taken seriously.

- Let people know that thoughts, feelings, and behavior are all valuable avenues for exploration which can be shared.

CBI and Training Environments

The preceding information applies primarily to group training situations. When facilitating individualized learning, the important "human" element is to be responsive to trainees needs.

Some of the principles from the sections on "learning environment" can be applied to an extended, trainee-guided learning strategy.

Considerations pertaining to "physical environment" are usually not significant in the CBI approach. However, trainees should be able to carry out learning experiences in different places as they see fit; that is, in

libraries, service delivery settings, and the like. Therefore, as a facilitator, keep an inventory of suitable options from which trainees can choose.

V. THE TRAINING PROGRAM

Developing a structured, group event (such as a workshop) can be described as a four-phase process: (1) assessing needs, resources, and constraints; (2) planning the activities and the sequence; (3) implementing the design; and (4) evaluating the extent of learning and trainee satisfaction. Follow-up contact with trainees after time has elapsed is the final step in the evaluation process.

Successful group training is a result of careful attention to all phases. A weakness at any point may have a negative effect on the trainees learnings.

Assessment

Assessment is a critical first step. The more the trainer knows in advance about the trainees and the situation, the more he or she can be responsive in planning for contingencies. Assessment also includes identifying resources and constraints.

Obtaining information about trainees is not always easy. If the trainer is not part of the organization whose personnel is being trained, people may perceive him as an "outsider" and be reluctant to respond to questions. If the trainer is a member of the agency, people might keep their distance and wonder why he or she has the training responsibility. Sometimes people honestly don't know what their needs are or they hesitate to discuss their shortcomings or lack of knowledge.

Be well-prepared and straightforward in your information-seeking efforts. Let people know the benefits of training in relation to their job performance. Each time you plan, your information needs may differ. However, there are standard areas of concern: (1) trainee characteristics, needs, and expectations, (2) resources, and (3) constraints.

1. Trainees

- Level of skill and knowledge
- Education and cultural background
- Attitude toward and familiarity with the PREP Program
- Pressure, e.g., Are they there voluntarily? Is there an incentive for succeeding? What are their expectations, fears?
- Familiarity with each other
- Readiness and motivation to learn
- Specific post-training jobs and responsibilities
- What they want to learn

2/3. Resources and Constraints

- Trainers/staff: skills, goals, expectations, interrelationships
- Time: for planning, for conducting training
- Funds available
- Equipment and supplies available
- Facilities (see "Training Environments")
- Other

There are many ways to gather information. A written questionnaire is an approach which gives people time to think about their answers and respond anonymously. Other techniques are interviews, observing people on the job, and getting reports from supervisors. All of these have limitations. Using them in combination may provide better information.

Approach people when they have time. Make directions clear and get people's permission if a tape recorder is used. Let them know the information will be kept confidential and will be used to make decisions about training activities.

Planning

After collecting information about trainees, resources, and constraints, it is time to decide what participants need to learn during the formalized group experience.

1. Goals and Objectives. Goals and objectives for the training session are developed first. (Refer to the module on writing goals and objectives in this Handbook.) Modules 1-7 in this publication are the foundation for PREP training. One or more of the objectives can serve as the focus for the specific training event or for a series of activities over time. Objectives can be established after determining skills and/or information people need, existing competence levels, resources, and constraints.

For instance, suppose a municipal recreation department agrees to include learning centers in a 6-week summer program for preschool handicapped children. You are asked two months in advance to train parents, student interns, and recreation leaders to design and implement learning centers for five skills at beginning and intermediate levels. You have a list of trainees, each of whom has agreed to set aside five days over five weeks for training. There is sufficient time to discover the information and skills they need to operate learning centers and translate findings into objectives and learning experiences.

Setting goals and objectives may be a collaborative process to assist trainees to formulate the direction for their learning.

2. Developing a Plan or Plans. The training design is the overall structure of the program and includes goals, objectives, and one or more plans. A plan is a separate, self-contained experience that enables trainees to achieve an objective, either full or in part. Each plan has four parts:

(a) an introduction, (b) a learning activity, (c) a time for sharing what was learned, and (d) an evaluation. A design may have only one plan or a series of plans.

Developing and carrying out plans is facilitated if two or more people can share roles and responsibilities for planning activities, introducing them, guiding the sharing process, and evaluating the activities.

Writing out the full plan will help all trainers and staff know what is happening and who is responsible for what part. The plan should include time blocks for each part, the sequential steps from introduction to evaluation, all materials and equipment needed, and other essential information.

Part A. Introduction: The introduction lets trainees know what is going to happen during the learning activity, the goals and objectives, details and instructions, group formation, work locations, who will keep time, equipment and materials, and other facts. These details can be presented verbally and time can be allotted to respond to questions. The same information can be written on newsprint and kept in view for reference.

Part B. Activity: The activity is the experiential or didactic learning event trainees do to demonstrate their achievemnt of one or more objectives. (Activities grow from objectives and may relate to more than one objective.) There is a specified time and group structure within which the activity is carried out. (It is possible to offer individual activities to be carried out over an extended period of time or to be undertaken in a group within a specified time period.) If possible, activities should allow time for repractice.

Activities should be sequenced in a logical way; represent a balance of learning modes (listening, looking, doing); and be specific and capable of being completed in the time allotted. The modules in this Handbook provide a variety of learning activities for the objectives addressed in a PREP training program. Use other resources to draw additional activities.

For example, suppose the objective is to have trainees assess the fine motor skill performance level of one handicapped child using the PREP Skill Assessment Form and the PREP Implementation and Resource Guide. A trainer could begin with the following activity. (What follows is an "introduction" which could be presented to trainees.) "In groups of four, you will have the chance to see how acute your observation skills are. For the first half of the activity, two in each group will do what they are instructed (in secret) to do. The other two will observe and record what they see. Remember, this activity concerns fine motor skills. After five minutes, observers will report their observations, and performers tell them how well they identified what they were supposed to do. This sharing will take five minutes. Then the process is reversed, with group members taking the opposite role. The objective is to assess fine motor skills. Since observation skills are critical in this situation, this activity will help you see if you need to sharpen them."

Part C. Time for Sharing: During an activity, trainees may experience a variety of thoughts, feelings, and reactions which relate directly and indirectly to the objective and activity. Sometimes sorting out what was learned is difficult without the opportunity to verbalize and think things through. It is important to schedule time for trainees to share what they learned in relation to the objective or objectives in focus. A primary role of the trainer is to keep things moving, clarifying what is said, if necessary.

Part D. Evaluation: Each plan can be evaluated immediately after it has been completed to obtain fresh reactions and make modifications in plans to come. Specific activities in the overall evaluation of the training program may be referred to as well. (See the Module on Evaluation and the section in this chapter on evaluation.)

3. Selecting Methods and Techniques. When developing learning activities, the trainer has a variety of options. After deciding the goals and objectives, consider resources and constraints, and then decide which approach is the simplest, most direct way of meeting the objective.

One method which stimulates learning is the structured experience, an experiential learning activity designed specifically to achieve an objective. (See "2. Part B: Activity" for example.) What you choose to do should reflect answers to the following questions:

1. What method or technique appears to be best suited to accomplishing the objective?
2. Which is primary: knowledge, skill, or attitude learning? Might multiple learnings be achieved?
3. Do trainees have the background knowledge and skills to handle the method or technique?
4. How much time do you have? Is it sufficient for the method?
5. How much space do you have? Is it sufficient?
6. Do you have the necessary props and equipment?
7. Do staff have the skill necessary to use the method or technique?
8. Is the method comfortable for staff? Is it consistent with their style?
9. Will trainees be active or passive? What do trainees need?
10. Is the pace fast or slow? What seems to be needed in your design?
11. Does it achieve the objective in the simplest, most direct way or is it needlessly showy?

Add other questions unique to your situation.

The following is a sampling of techniques and approaches. Do not be limited by them. (Be aware of the following concern: Before beginning an activity, explain the technique or method to the trainee. Make sure everyone understands. At the end of an activity, allow time for trainees to express reactions, thoughts, and feelings to bring the event to a resolution.)

- Bull Sessions: informal discussions frequently related to a specific activity or a certain thing that has been learned. Allows time for unwinding, applying what has been learned to a work situation, gaining new insights.

- Case Study: a film, written statement, or verbal presentation that presents a problem situation in sufficient detail for groups to analyze the circumstances and design a solution or resolution. The details can be presented to lead to a specific, single course of action or to different judgments. This approach stimulates learning from experience.

- Problem-Solving: a mini-case study frequently used following a lecture or presentation to measure understanding. Small groups develop an action plan individually and then share experiences. The discussion period helps reinforce appropriate answers or adds additional information. This is another way of applying information to work settings.

- Critical Incident: a dramatization in written, audio and/or visual form that simulates an actual situation. Only minimal detail is provided. Participants discover the information needed to resolve the conflict or problem. The process of figuring out what has happened is the important aspect of the activity.

- Demonstration with Practice: an activity in which someone "shows" how" something is done, followed by an opportunity for participants to repeat it. Usually accompanied by an oral explanation. A good approach to skill-building if feedback about a person's performance follows immediately.

- Group Discussion: open exchange in a small group with or without a leader or time limit. Actively involves people.

- Buzz Group Session: small groups of 3 to 5 persons formed by splitting a larger group. Continues for a specified time without a leader. May generate information about special interests or topics for later discussion by a leader or expert.

- Brainstorm: an approach to problem-solving in which group members come up with ideas spontaneously in a short period of time and withhold evaluating and judging them until the list is finished. Promotes freedom of expression and a wealth of suggestions from which to choose. One person may build upon another's idea. A variation is to have people brainstorm on a topic by themselves and then repeat the process as a full group.

- Lecture: a prepared oral presentation, which may be used to create a common frame of reference or communicate a great deal of information in a short period of time to many people. A significant disadvantage: the audience is passive and the situation is impersonal. One way to make the lecture more involving is to include a guided question and answer session.

- Panel: a planned discussion on a selected topic before an audience by three or more panelists and a moderator to ensure a balanced, orderly discussion. To involve the audience, an Expanding Panel format is appropriate. A vacant chair is left at the table and participants take turns filling it and contributing to the discussion. There are a few ways to sequence panel speakers: (1) one speaker, then questions and answers; then second speaker and more questions and answers; etc. (2) all speakers present their ideas and participants ask questions during one question-answer period.

- Films, Slide Shows, Prepared Videotapes: audiovisual approaches for use in a variety of situations. Each might be used in conjunction with an active task that involves the participants. These materials also are extremely valuable for individualized study.

- Presentation with Listening Team: small groups are assigned a "listening task" during a lecture, panel discussion, etc. (For example: one group might watch a videotape of a children's play group and look for behaviors that signal certain stages of gross motor development while another group might look for language skills.) Afterwards, members gather to develop questions about their assignment for the person or persons making the presentation. In this case an expert in child development might be present.

- Question-Answer Period: an excellent way to involve people after a passive activity. It is important to prevent one or two people from dominating the discussion.

- Role Play: one or more individuals act out a real-life situation without rehearsal in front of a group. Participants may select or may be assigned a role. A scenario is presented, and actors may ad-lib or use prepared scripts. A way to explore a situation or look at behavior.

- Role Reversal: two persons switch roles or places and play each other. Participants should be mature. Often used to let an individual see his or her own behavior. May evoke hostility.

- Reading: good for obtaining information without too much spending time. There is no way of knowing exactly what a person gets from this activity unless some discussion or activity brings it out in public or lets the reader apply the new knowledge. A leader will help keep the discussion on track.

- Skits: short, rehearsed dramatic presentations to make a point. Often stimulates discussion.

- Pantomine: short, non-verbal portrayals often used in guessing games. Involves participants more than skits. May be used as "ice breakers" or as a change of pace activity.

- Fishbowl: two or more people discuss a topic in a small group while other participants sit around them and listen. This provides a way for trainers to do a rehearsed discussion to present information in a way that appears spontaneous.

- Simulation: a structured experience generally in the form of a game, which has characters in a real-life situation. May be a role play.

- Videotape Feedback: a method which can be used with every technique. Enables self-assessment, further discussion, evaluation over time, etc.

- Assignments (Homework): reading, writing, viewing, or listening tasks as preparation for a topic to be presented or as follow-up of a presentation. Trainers should review and give feedback if possible about trainee's work.

Implementing the Training Design

When implementing the design--whether it is a 1-hour lecture or a multi-day event--consider the importance of first impressions. Welcome trainees, orient them to the facility, the agenda, and the staff. Let them meet each other in relaxed ways if they come from different places. If they know each other, provide innovative ways of bringing out new information and breaking some of the stereotyped patterns of their relationships.

One way of beginning is to let trainees share their expectations of and concerns about the training session. Often this puts people at ease and gets them ready to become involved in the learning activities.

Before beginning, make certain that the training team has the master schedule, that all equipment has been tested, that everything is set-up as it should be in work areas, and that signs and other directions are posted.

Evaluation

A primary reason to obtain evaluative feedback is to benefit the trainees. Information gathered helps the trainer improve future group training designs and structured learning activities.

There are two major types of evaluation: formative and summative. Formative methods produce reactions during the program so immediate changes can be made to improve the training, if necessary. Summative measures are used at the conclusion of the program so planning for future events can incorporate suggestions for improvement. Trainers can see how well they have achieved their intent and obtain more information to avoid future deficiencies, weaknesses, and omissions.

Getting trainee reactions and comments can be done in several ways. Addressing the evaluation process in initial planning activities will help determine the most appropriate method. Evaluation begins with developing performance objectives.

Limiting questions, phrasing them clearly, and giving people adequate time to respond are important. Often responses are more honest if trainees give them anonymously. If a variety of types of people are in the program (e.g., parents, educators, recreator(s), you may choose to ask them to indicate their "identifier" on the form to see if a specific group has a consistent response.

Quantifiable instruments can be used to get reactions about alot of items in a short time and are easy to complete. The following are examples of different formats that require either a check mark or a circle around a response. They can be tabulated easily.

	Very helpful	Moderately helpful	Of little value	No value
In relation to Objective 1, the film on motor activities was.....	____	____	____	____

	Very				Not at all
The speaker on language activities provided information new to me....	1	2	3	4	5

	Excellent				Needs Improvement
How well did the trainer					
• encourage discussion?	____	____	____	____	____
• accept criticism?	____	____	____	____	____

	Yes	No	Undecided
Did the resource people:			
• understand their responsibilities?	____	____	____
• present information clearly?	____	____	____

It is important to include only one thought or item per statement. Include a section for open-ended responses or ask for comments throughout the questionnaire.

Ask trainees for suggestions for improving the program: "If you were to do this again, what would you change and why?" Also, find out what they liked and found helpful and why. You probably would like to continue successful things; also you need a few rewards!

What are some of the things you might choose to evaluate? What you select should grow out of your specific situation and your needs. Each training event will be different. Some standard evaluation areas include:

- Application of learnings to make changes and/or start something new in an existing program.
- Opportunities to express personal concerns and ideas.
- Resources and equipment/materials.
- Program strengths and weaknesses.
- Adequacy of pre-program information and orientation.
- Clarity and appropriateness of goals/objectives; degree of accomplishment.
- Adequacy of physical facilities; meeting and lodging.
- Effectiveness of trainer(s).
- Appropriateness of material covered to actual job performance.

Other approaches include group interview/discussion, having trainees put into practice what they have learned in demonstrations, role plays, or problem-solving activities, and conducting follow-ups to see what trainees are doing on the job.

CBI and Program Considerations

This section of the chapter has focussed on group training, during which a trainer is generally directive, makes many of the decisions about content and approach, and takes a leadership role. Sometimes this approach is the best way to meet trainee and agency needs in full; other times a group experience is one component of a more comprehensive strategy.

An individualized training program differs in some ways from what has been outlined in the preceding pages. The trainer finds out what each trainee needs to learn, assessing each individually to determine his or her level of competence in one of the areas covered by the PREP modules. The results are

used to help the trainee develop goals and objectives and plan an individualized program to meet performance criteria. With the help of the trainer, the trainee decides which avenues to pursue and which activities to undertake to accomplish an objective. The trainer serves as a resource and enabler.

The responsiblity for evaluating whether a trainee has accomplished training objectives rests with the trainer. He or she might monitor progress, but would not assume responsibility for learning.

A PREP trainer will have to assess the particular circumstances of the training request and determine the most effective way to proceed. The ideal would be to work in a highly individualized way. However, realistically he or she will probably train people in groups.

VI. CONCLUDING THE TRAINING EXPERIENCE

Building in a variety of ways to help trainees make the transition from the group training situation to the home or work setting is part of the trainer's role. For short events this is relatively easy; for longer, more complex training events, it may take more effort.

Closure is important because trainees often get heavily involved, especially if the training experience extends for several days and differs considerably from "normal" daily experiences. Close relationships may occur with people they might not see again. Trainers, themselves, often find separation difficult, especially if the experience has been successful and interactive. In these circumstances, people need planned opportunities to help resolve interpersonal issues and move on.....

Trainees should begin thinking about how they will use their learnings when they return to work. If they have acquired a new skill, expanded their knowledge, or changed attitudes, they may return knowing more than their colleagues or advocating controversial concepts. They may want to get started planning a PREP program when no one around them knows what PREP is. Planning opportunities during the training experience to make connections, discuss possible reactions, and prepare for the future is important.

Furthermore, trainees may wish to share reactions to what they have experienced. The evaluation is one outlet. A specific time for additional discussion can be scheduled.

Some techniques for bringing group activities to a close are: summarizing what has happened and what has been learned; using the fishbowl technique--with trainers in the middle talking about transition issues and trainees listening; presenting skits or role plays; using newsprint for people to record their comments.

Action Plans

Improving job performance is the prime reason for conducting training sessions. The learning should relate directly to on-the-job skills, knowledge, and attitudes. One way of increasing motivation to learn is to have trainees devise an "action plan" which proposes what they will do upon returning to work as a result of their training experiences. Allowing trainees to decide the content of the plan will probably result in a greater commitment to implement it.

Although individuals choose the content of the plan, each generally follows a standard pattern:

- what: a specific, clear statement of what the trainee proposes to do or get accomplished.
- by whom: a list of the person or persons who will have the responsibility for doing the "what" of the plan.
- by when: specific deadlines for one or more phases of the proposed action or strategy.
- how: a description of the ways in which the "what" will be accomplished--the approach.
- achievement standard: indicators to let the trainee know the proposed action has been completed and the extent to which the goal was accomplished.

For instance, one trainee might propose the following action plan:

What: To inform county recreation department staff of the special needs of preschool handicapped children--specifically fine and gross motor needs.

By Whom: The trainee and the director of therapeutic recreation.

By When: By three months following the training program.

How: Developing a 15-minute presentation outlining the motor developmental patterns and milestones of preschool handicapped children. A staff meeting will be the time for the presentation and a discussion.

Achievement Standard: Conduct of the staff meeting. A pre-/post test on assumptions about motor development of preschool handicapped children to measure change.

The trainer emphasizes that plans should be realistic and achievable. The object is to actually do something. A small plan completed and well-received is worth more than an elaborate plan that fails. Trainees are accountable for what happens and should report to the trainer when the plan is completed and/or at scheduled times.

Action planning may be done individually at first and later shared in small groups. Grouping trainees with similar work situations allows them to help each other refine their proposals. Finally, if the total group is not too large, everyone can come together for a brief reporting of the proposals.

Providing an Action Plan Report Form for each trainee may help the process. It should include instructions and a list of the topics to be addressed: What, By Whom, By When, How, Achievement Standard. By providing two copies of the form and a piece of carbon paper, the trainer can retain a copy and use it to follow-up trainee's progress.

Follow-up Contact

One way to enable transfer of learning is to establish a follow-up system with trainees. Applying learning is often difficult; questions arise and no one is around to answer them. Things don't go according to the ideal; pieces of the puzzle appear to be missing.

By maintaining contact, learning will be reinforced. Trainees can bring problems and successes to a group session. Sharing can lead to problem-solving and perhaps to additional training sessions. A questionnaire, telephone call, letter, interview, or observation can be considered.

One of the realities of group training is that things usually end abruptly, leaving trainees without support as they try new things. Some sort of continuing contact may help trainees through the difficult time of implementing new ideas.

VII. SPECIAL CONCERNS

Flexibility and Adaptabilty

There are several reasons why changing plans during a group training program may be important. One is Murphy's Law: Whatever can go wrong will go wrong. Another is that when working with a group of people, each person needs to be considered an individual who learns differently, has different needs, and may require special attention at some point. When facilitating individualized training programs, trainees should have the opportunity to change their learning activities if doing so will help them achieve the objectives. By keeping these points in mind, the trainer will be able to plan options and alternatives, keep in tune with what is happening with trainees, and be free enough to change plans in midstream.

Accessibility

Accessibilty is one of the watchwords in the United States today. Various national, state and local laws mandate attention to equal access to transportation, programs, services, education, and facilities, among other things. Being aware of the special needs of trainees with disabilities is an important part of a group training experience. Ask people what their special needs are when they complete a pre-training questionnaire. Find out about dietary limitations, mobility aids (wheelchairs, crutches, etc.), sensory loss (sight, hearing), and other things that may affect participation. Once individual profiles are known, facilities can be evaluated accordingly. Check elevators, ramps, restrooms, meeting rooms, telephones, water fountains, auditoriums, etc. Everyone should be able to get from one location to another, to get in all areas, and to move around and use equipment and space.

Parking is another concern. Keep a few spaces close to the entrance reserved if necessary. Interpreters for hearing-impaired people and materials in Braille may be desirable.

Teaching Aids

Appropriate materials and tools should support the group training effort. When deciding on activities, choose the support items to carry them out:

- newsprint
- marking pens, chalk
- blackboards
- tape
- handouts
- films, videotapes
- projectors
- tape recorders
- screens
- lecterns, microphones
- exhibits
- resource and/or film center
- other

In addition, when trainees are working independently, make certain they are aware of the resources and aids available to them.

Communication

Training, like most human endeavors, depends heavily upon communication and interaction. Trainers have numerous opportunities to facilitate positive, supportive communication.

Clarity and accuracy are critical. One way of enabling trainees to have a successful experience is to develop clear, specific learning objectives, directions and other information.

Trainees come from a variety of backgrounds and their familiarity with concepts and terminology will differ. Establish a common framework at the beginning so that everyone uses terms in the same context. When introducing information try to associate the unknown with something known; connect the

old with the new; bring out similarities and differences. Information or concepts that "hang" by themselves out of a particular context are often difficult to assimilate.

Lay the foundation first; then add details. Stay away from jargon; develop one idea, then another. Don't overload trainees. Timing and pacing are important. Give people time to digest what is being said or done. Repeat key ideas; restate difficult ones in different words. Use examples, analogies. Summarize periodically.

In addition to forming your "message" (as just explained), minimize distractions that might interfere with a person understanding what is being communicated. Feedback is an important tool for correcting and adjusting meanings and increasing clarity. Feedback helps a person see how nearly behavior matches intention. Information is provided by one person to another about the effect of that person's behavior.

VIII. SUMMARY

When training people to implement PREP programs, keep in mind the two perspectives presented in this chapter: (1) low-key facilitation of structured group experiences that may form one element of a training strategy or the complete program. The latter is probably the reality many participants will experience. The PREP Manual, Guide, and Handbook, are the trainers prime resources.

Individualized training is enhanced if the trainer is receptive and responsive and has a substantial mental inventory of potential ways to help a trainee create a challenging program to meet performance objectives. Being sensitive to a person's level of competence at the outset and beginning from that point are important. Remember, the trainee is responsible for accomplishing the objectives.

Doing group training requires a substantially more active role and additional skills. The trainer plans according to trainees needs and competency levels, formulates realistic goals and objectives, and creates stimulating learning activities. A variety of methods and techniques can be considered from passive lectures and films to experiential role plays and simulations. It is important to understand how people learn and what elements in the physical environment foster learning. Success as a trainer will be increased if good evaluation instruments are prepared.

A trainer has the opportunity to play a significant role in improving the quality and appropriateness of programs for preschool children. You can assist individuals develop the skills to become effective implementors of PREP programs.

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